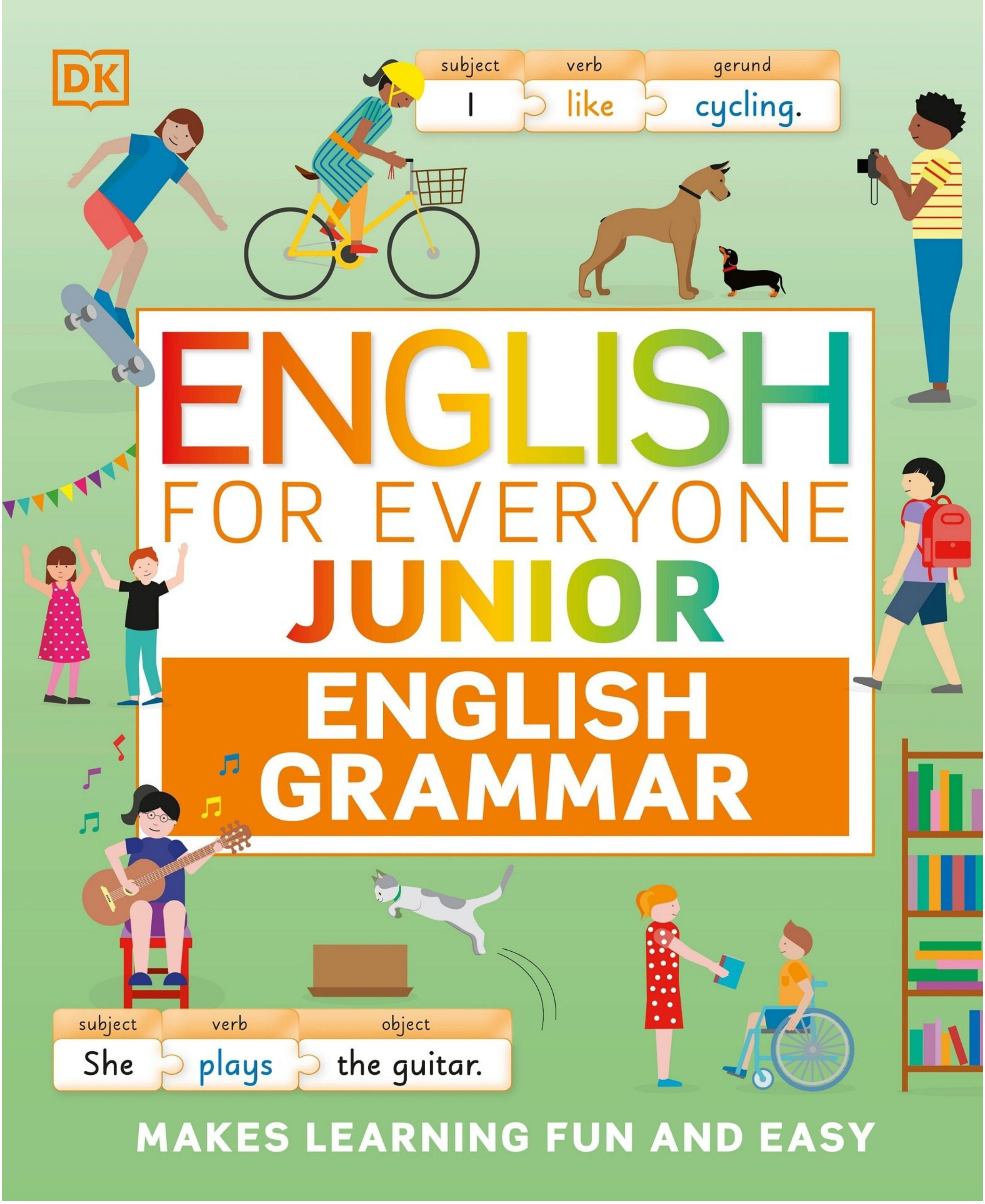
subject
verb
gerund
I
like
cycling.
subject
verb
object
She
plays
the guitar.

DK

ENGLISH FOR EVERYONE JUNIOR

ENGLISH GRAMMAR

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GRAMMAR GUIDE

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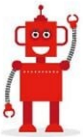

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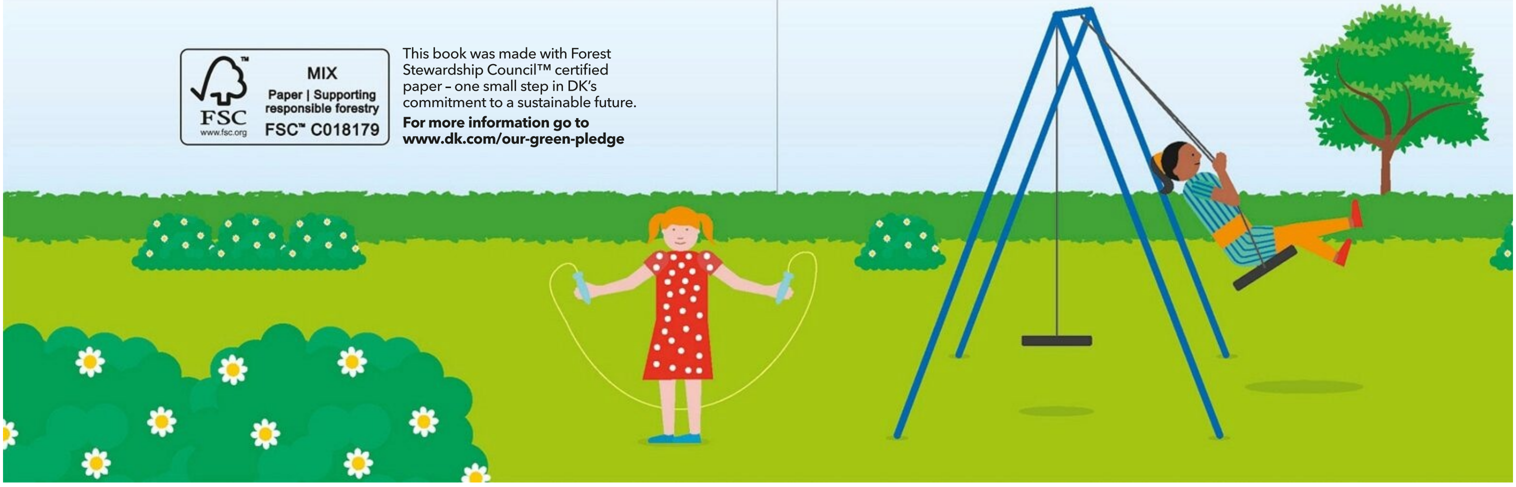

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1 Present simple

See also:
Present simple negatives **2**
Present simple questions **3**

I play the guitar.

1.1 How to form: Present simple of regular verbs

Regular verbs follow a common pattern. To make the present simple of regular verbs, use the base form of the verb.
When using them with **he**, **she**, or **it**, add an **s** to the base form.

subject	verb	rest of sentence
I	play	the guitar.

Use the base form of the verb.

TIP!
We use base forms to make lots of different sentences in English. Go to Unit **42** to find out more.

You play the trumpet.

Use the base form of the verb.

He
She
It
plays the piano.

Add an **s** to the base form of the verb for **he**, **she**, or **it**.

We
You
They
play the violin.

Use the base form of the verb.

When to use
Use the **present simple** to talk about facts, opinions, or things that happen regularly.

1.2 Spelling rules: Present simple

For most regular verbs, add an **s** to the end of the base form for **he**, **she**, or **it**. But for base forms with certain endings, add **es** instead of **s**.

play → plays

watch → watches

finish → finishes

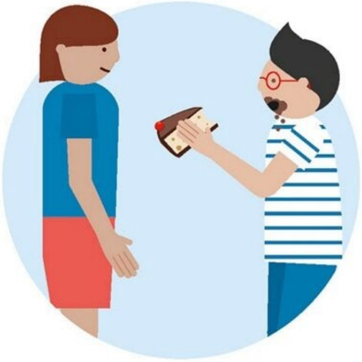
go → goes

miss → misses

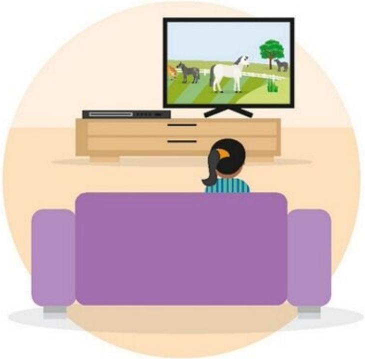
mix → mixes

buzz → buzzes

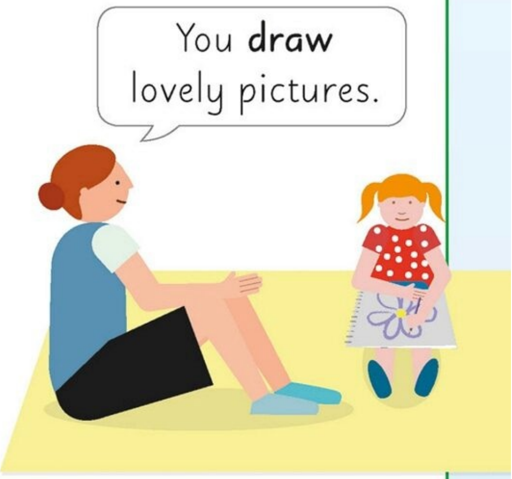
Further examples

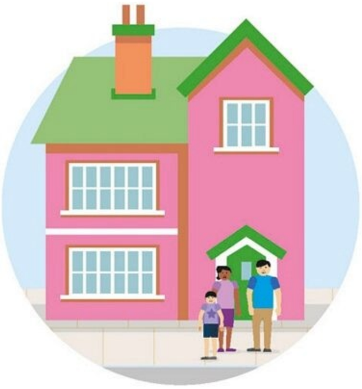


He **likes** cake.

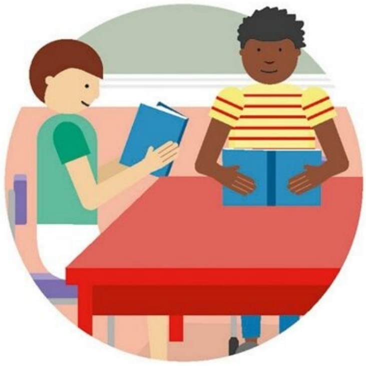


She **watches** television in the evening.

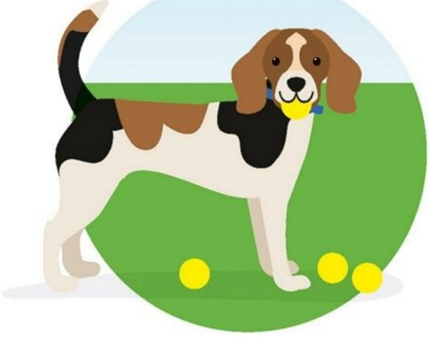

You **draw** lovely pictures.



They **live** in a pink house.



We **read** books every day.

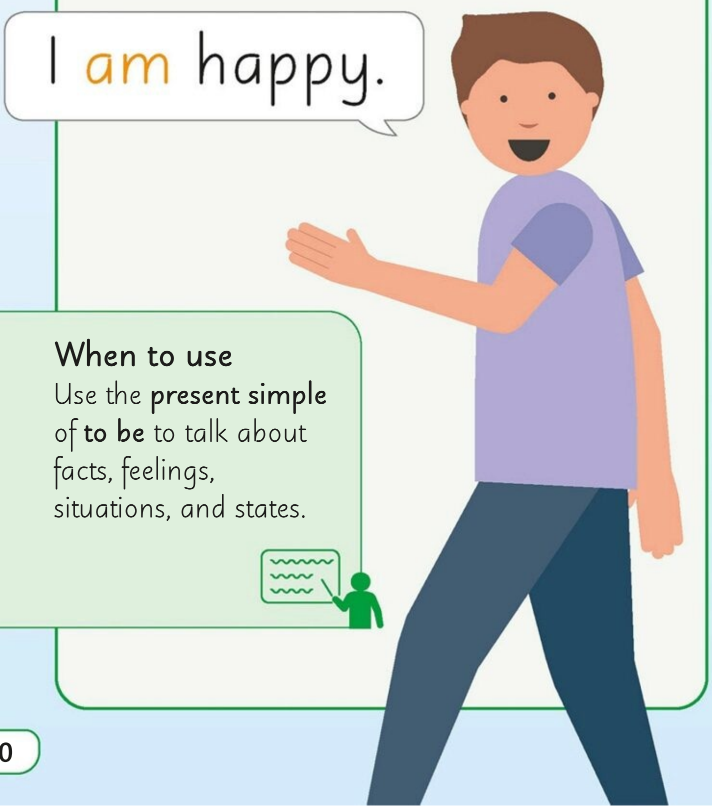


The dog **loves** balls.

1.3 How to form: Present simple of "to be"

To be is an irregular verb in the present simple. It doesn't follow the same pattern as regular verbs.

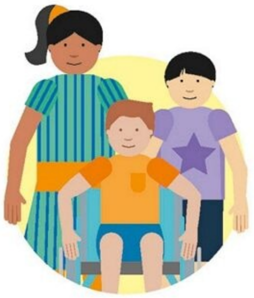
I	am	happy.
You	are	
He She It	is	
We You They	are	

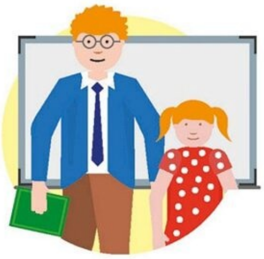


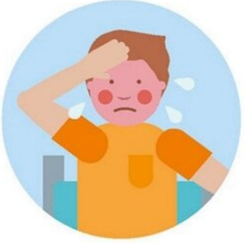
When to use

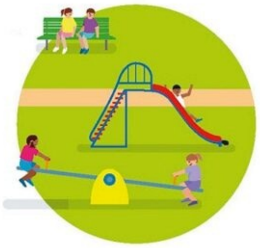
Use the **present simple** of **to be** to talk about facts, feelings, situations, and states.

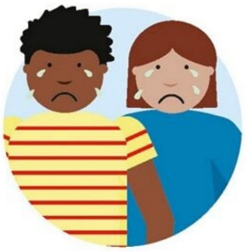
Further examples


We **are** friends.


My dad **is** a teacher.

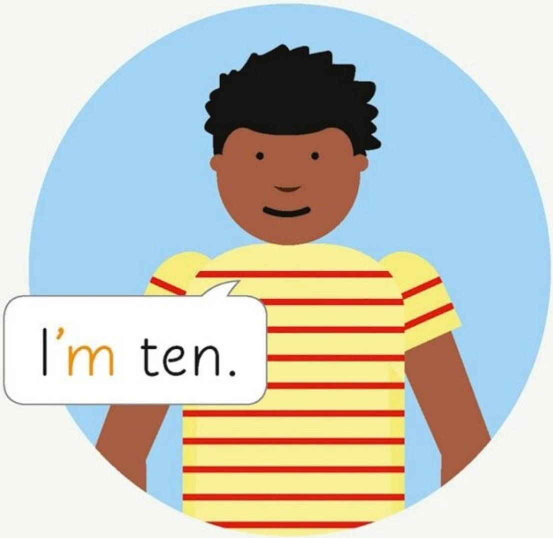

He **is** hot.


They **are** at the park.


You **are** sad.

1.4 Present simple: "to be" short forms

We often use short forms of **am**, **is**, and **are**.



I am ↓ I'm

You are ↓ You're

He is ↓ He's

She is ↓ She's

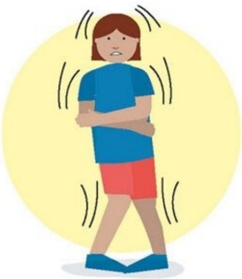
It is ↓ It's

We are ↓ We're

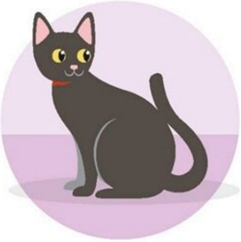
You are ↓ You're

They are ↓ They're

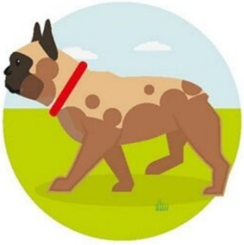
Further examples



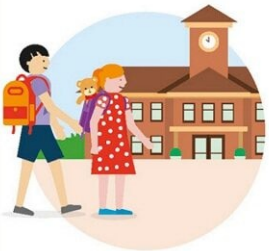
I'**m** cold!



The cat'**s** black.



It'**s** dirty.



We'**re** at school.

They'**re** in the garden.

1.5 How to form: Present simple of "to have got"

To have got is an irregular verb in the present simple. With **he**, **she**, or **it**, it becomes **has got**.

When to use

Use the **present simple** of **to have got** to talk about possession, family members, and parts of the body.

I	have got	two brothers.
You	have got	
He She It	has got	
We You They	have got	

I have got two brothers.

We often use short forms of **have got** and **has got**.

I have got → I've got

You have got → You've got

He has got → He's got

She has got → She's got

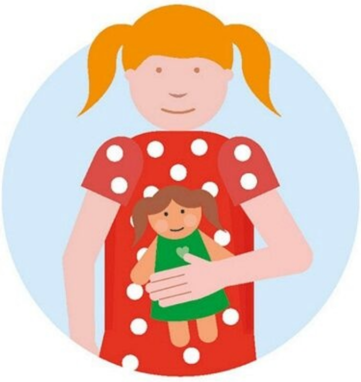
It has got → It's got

We have got → We've got

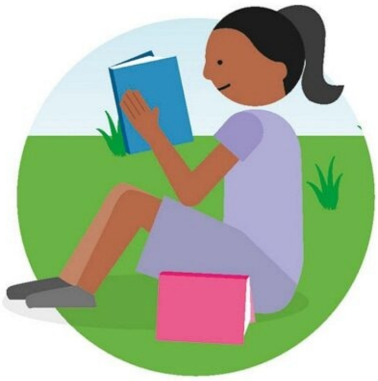
You have got → You've got

They have got → They've got

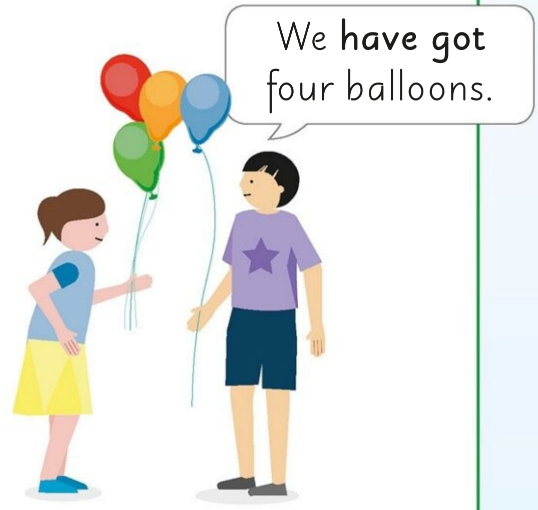
Further examples

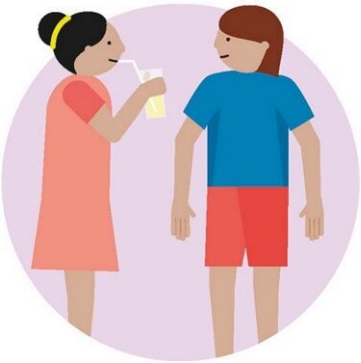


I **have got**
a new doll.

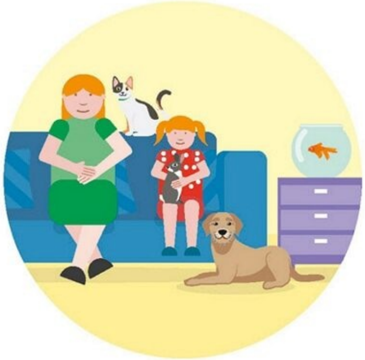


She **has got**
two books.

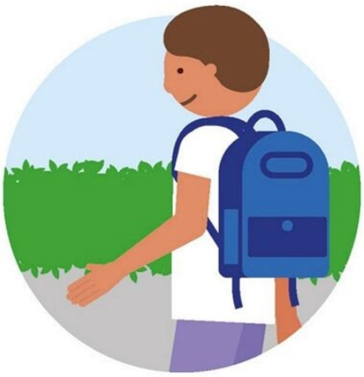

We **have got** four balloons.



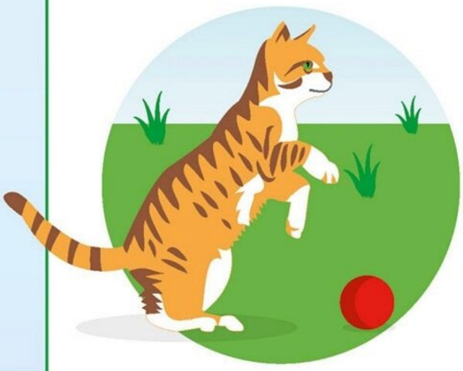
You**’ve got** some
lemonade.



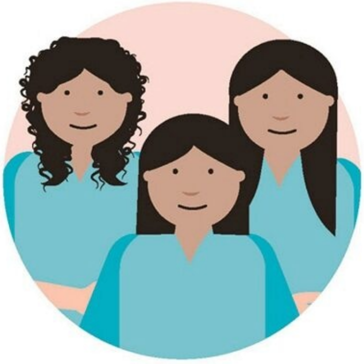
They**’ve got**
lots of pets.



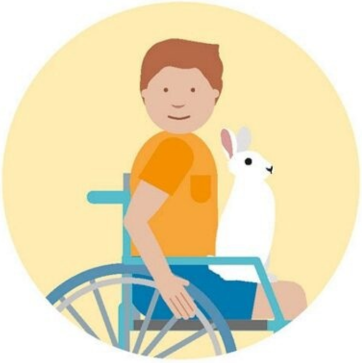
He**’s got** a blue bag.



It’**s got** a ball.



We**’ve got** black hair.



Ben**’s got** a white rabbit.

2 Present simple negatives

See also:
Present simple **1**
Present simple questions **3**

I do not like milk.

2.1 How to form: Present simple negatives

To form the present simple negative of most verbs, put **do not** or **does not** before the base form of the main verb. Never add an **s** to the main verb when forming a negative sentence.

I like milk.
I do not like milk.
Put **do not** before the main verb.

She likes milk.
She does not like milk.
Do not add an **s** to the main verb.

I / You | do not | like | cheese.

Use **do not** for **I** or **you**.
Use the base form of the main verb.

He / She / It | does not | like | rice.

Use **does not** for **he**, **she**, or **it**.
Do not add an **s** to the main verb.

We / You / They | do not | like | onions.

Use **do not** for **we**, **you**, or **they**.

When to use

Use **present simple negatives** to talk about facts, opinions, or things that do not happen.

2.2 Present simple negatives: “do not” and “does not” short forms

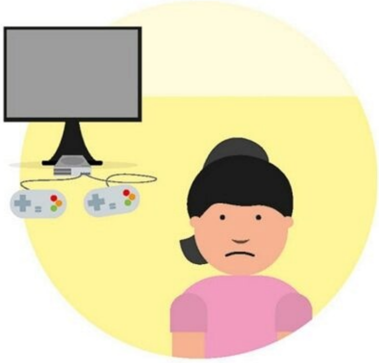
We often shorten **do not** to **don’t** and **does not** to **doesn’t**.

do **not**
↓
don’t

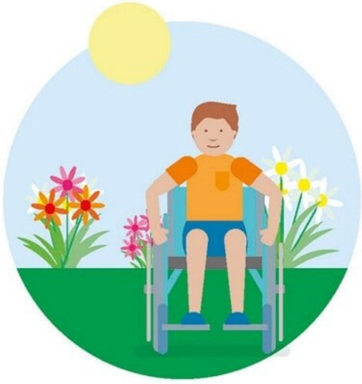
does **not**
↓
doesn’t

The two words join together and an apostrophe replaces the **o**.

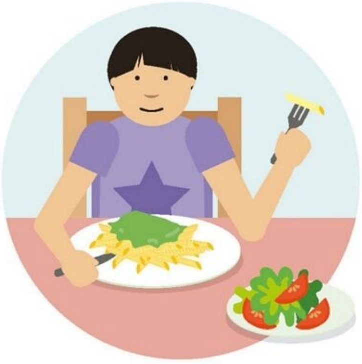
Further examples



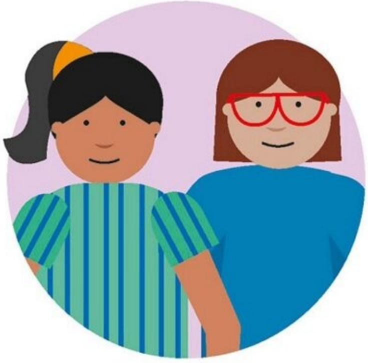
I **do not enjoy** video games.



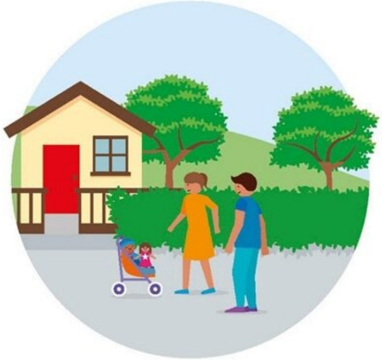
It **does not snow** in summer.



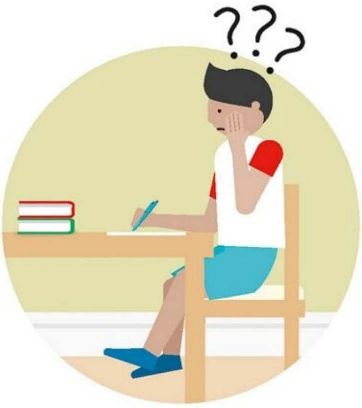
He **does not eat** meat.



Sara **doesn’t wear** glasses.



They **don’t live** in the city.



Tom **doesn’t understand** the homework.

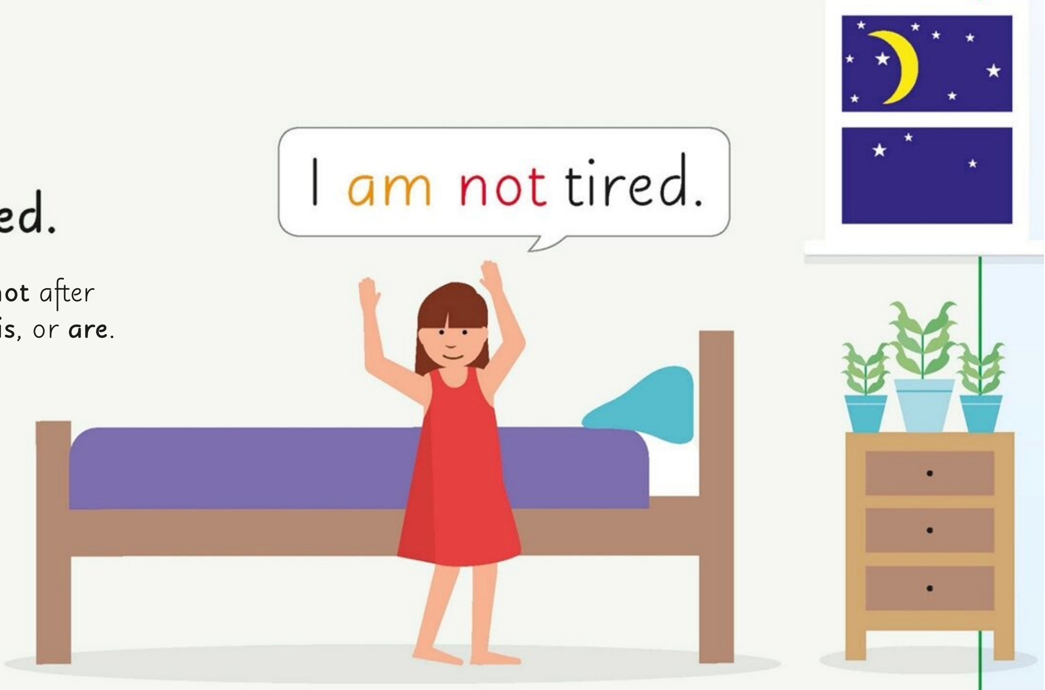
2.3 How to form: Present simple negatives with "to be"

To form present simple negatives with **to be**, put **not** after **am**, **is**, or **are**. You do not need to use **do not** or **does not**.

I am tired.

I am not tired.

Put **not** after **am**, **is**, or **are**.


I am not tired.

I	am	not	tired.
You	are		
He She It	is		
We You They	are		

When to use
Use **present simple negatives** with **to be** to talk about facts, feelings, situations, or states.

2.4 Present simple negatives: "to be" short forms

There are two ways to shorten the present simple negative of **to be**, except for **I am not**, which only has one short form.

I am not
I'm not

You are not
You're not
You aren't

He is not
He's not
He isn't

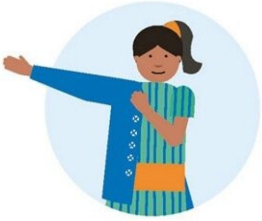
She is not
She's not
She isn't

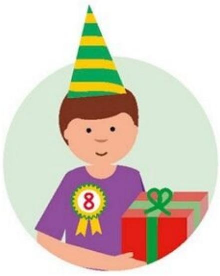
It is not
It's not
It isn't

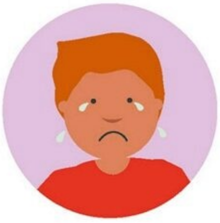
We are not
We're not
We aren't

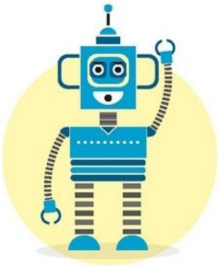
They are not
They're not
They aren't

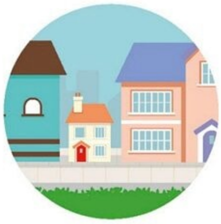
Further examples

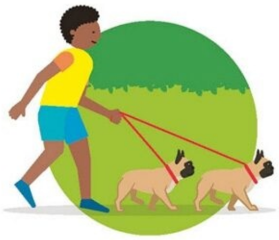

My coat **is not** red.


I **am not** seven,
I am eight.


He **is not** happy.


The robot**'s not**
orange, it's blue.


Our house **isn't** big.


The dogs
aren't dirty.

3 Present simple questions

See also:
Present simple **1**
Forming questions **38**

3.1 How to form: Present simple questions

For most verbs, add **do** or **does** to the start of a present simple sentence to make it a question. Never add an **s** to the main verb when forming a question.

You play tennis.

Do you play tennis?

Put **do** at the start of the question.

Put a question mark at the end.

She plays tennis.

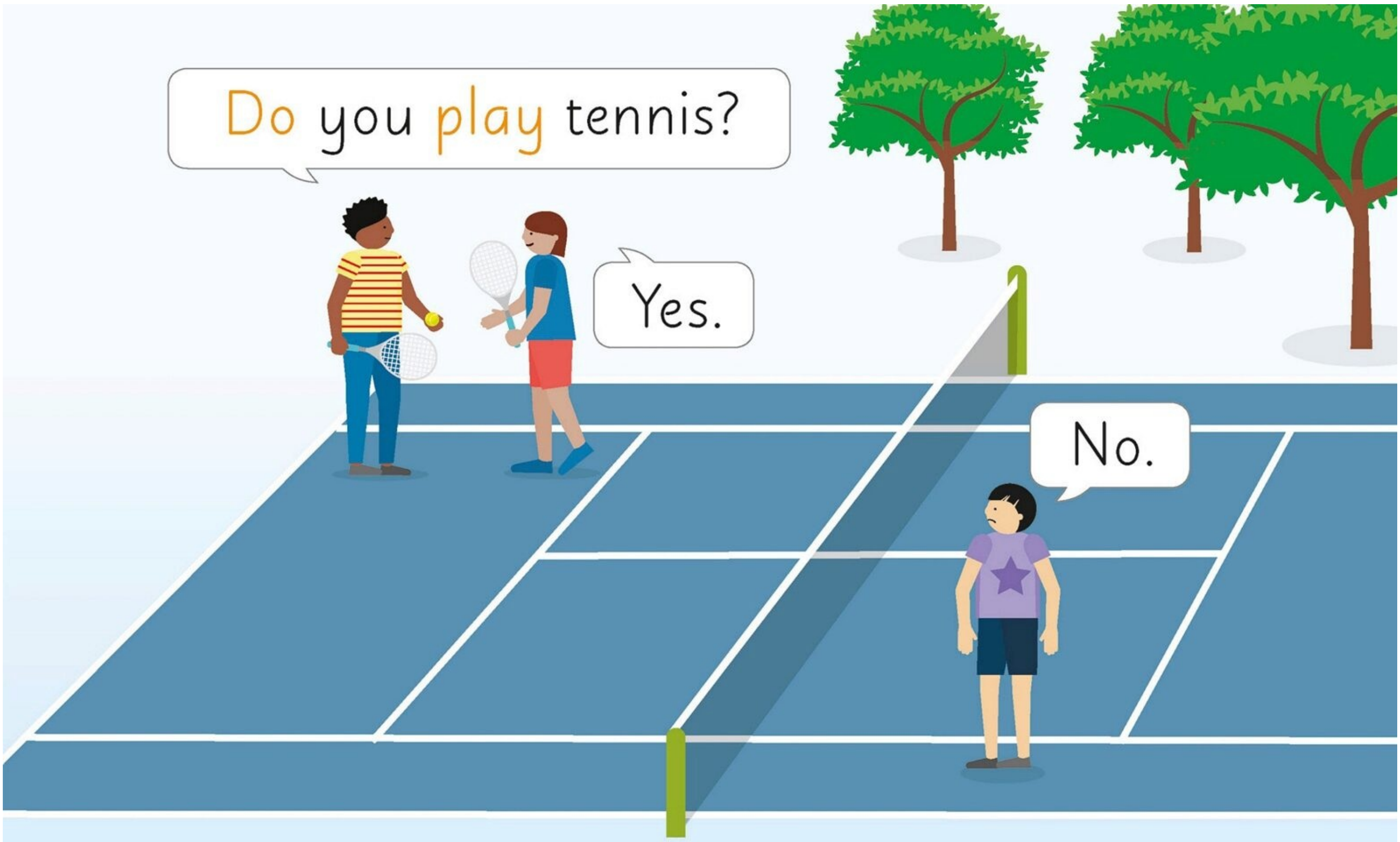
Does she play tennis?

Put **does** at the start of the question.

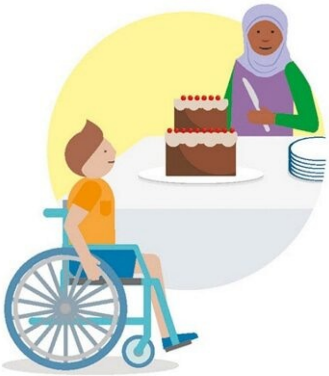
Do not add an **s** to the main verb.

Do	I you	play	tennis?
Does	he she it		
Do	we you they		

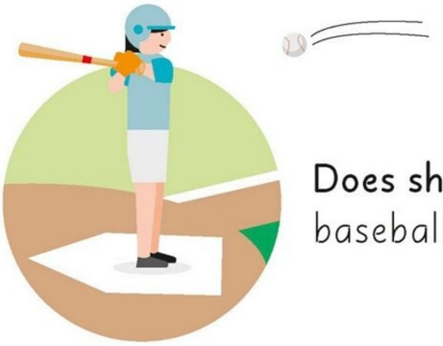
When to use
Use **present simple questions** to ask about facts, opinions, or things that happen regularly.


Do you play tennis?
Yes.
No.

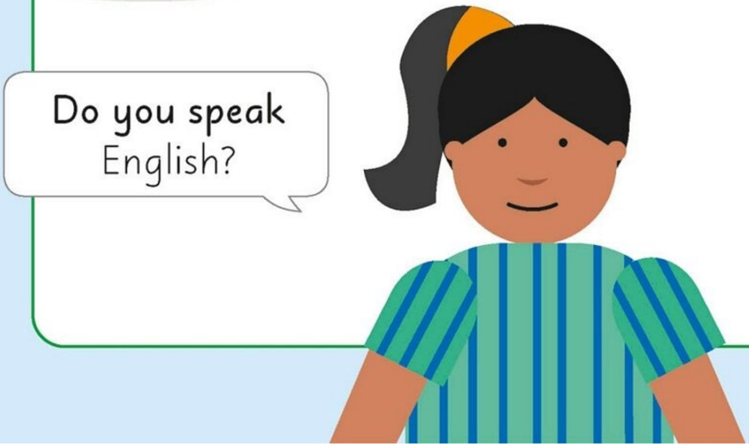
Further examples

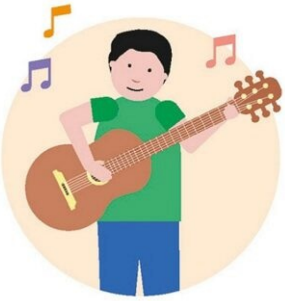


Do you want
some cake?



Does she like
baseball?

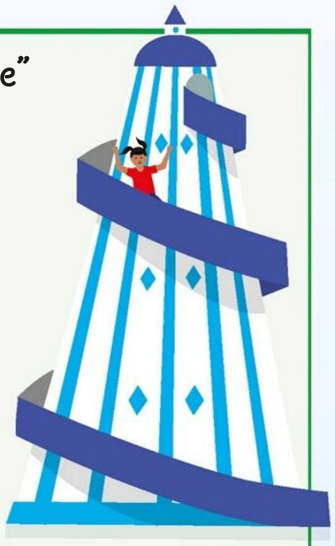

Do you speak
English?



Does he play
the guitar
every day?

3.2 How to form: Present simple questions with “to be”

To ask present simple questions with **to be**, put **am**, **is**, or **are** before the subject. You do not need to add **do** or **does** to the start.



This is a positive sentence with **to be** in the present simple.

You are excited.

Put **are** before the subject, **you**.

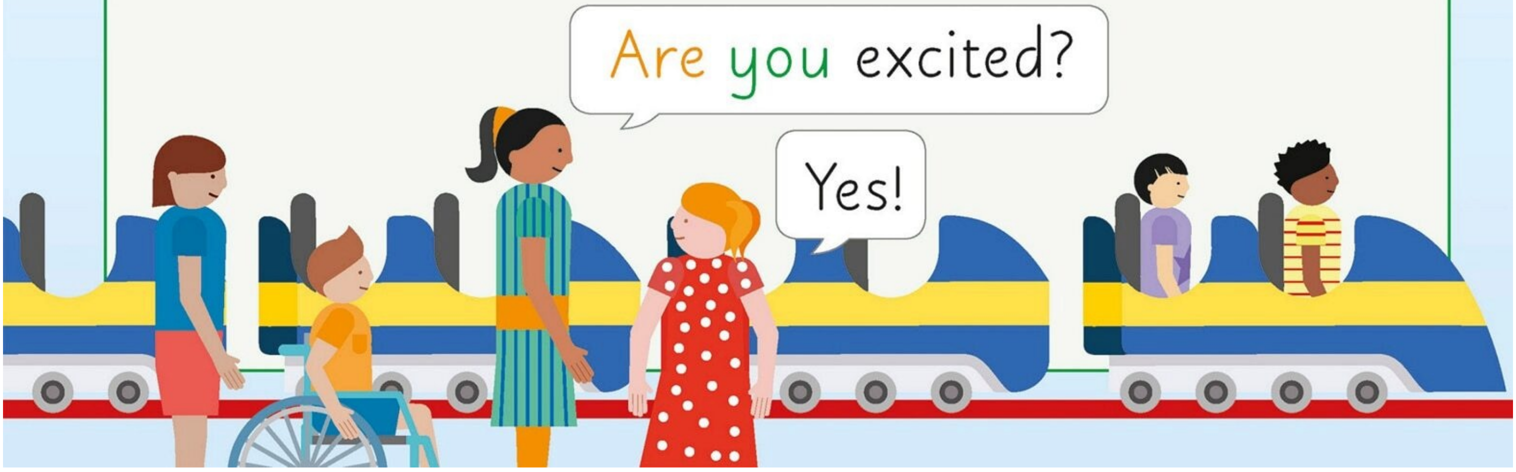
Put a question mark at the end.

Are you excited?

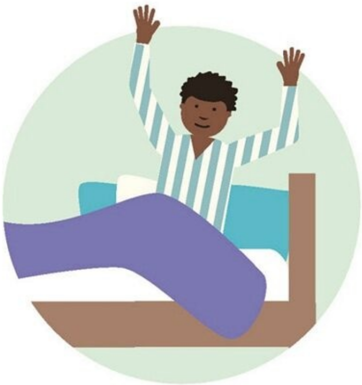
Am	I	excited?
Are	you	
Is	he she it	
Are	we you they	

When to use

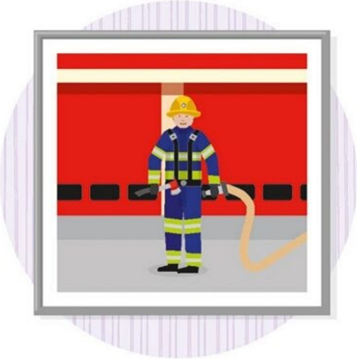
Use **present simple questions** with **to be** to ask about facts, feelings, situations, or states.


Are you excited?
Yes!

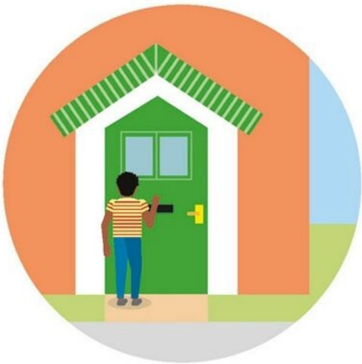
Further examples



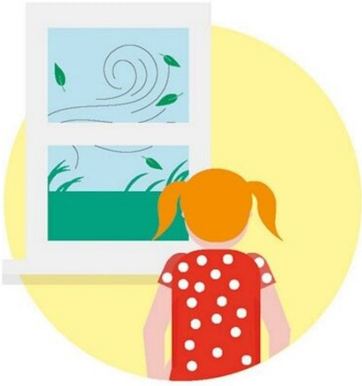
Are you awake?



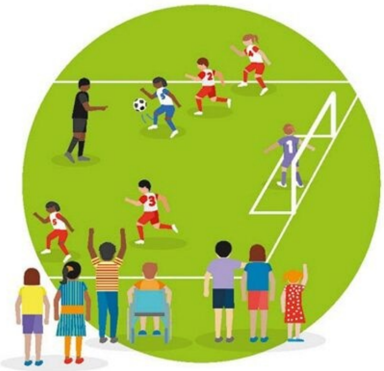
Is he a firefighter?



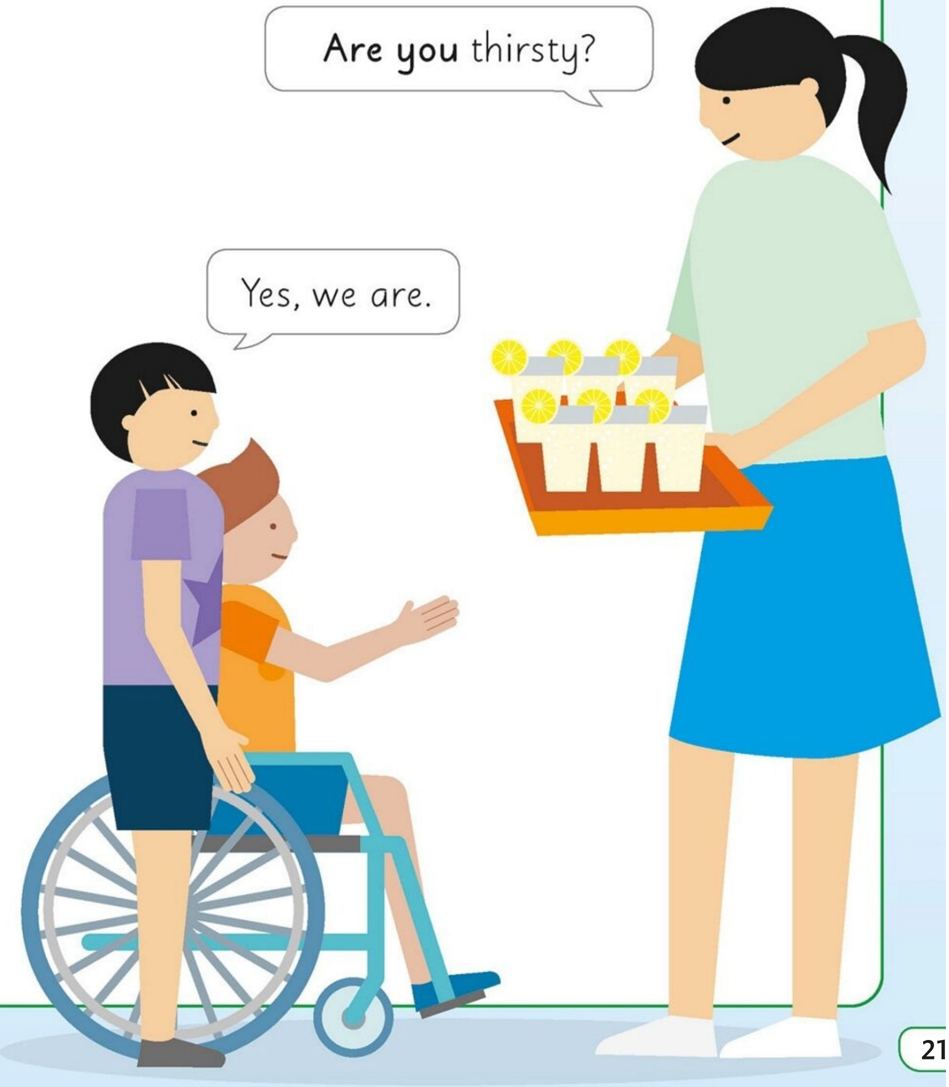
Is Jenny at home?



Is it cold outside?



Are they at the football match?


Are you thirsty?
Yes, we are.

3.3 How to form: Present simple questions with “to have got”

To ask present simple questions with **have got** or **has got**, put **have** or **has** before the subject. You do not need to add **do** or **does** to the start.

This is a positive sentence with **to have got** in the present simple.

You have got a dog.

Put a question mark at the end.

Have you got a dog?

Put **have** before the subject, **you**.

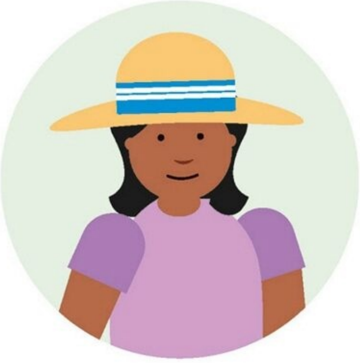
Got stays in the same position.

Have	I	got	a dog?
Have	you		
Has	he she it		
Have	we you they		

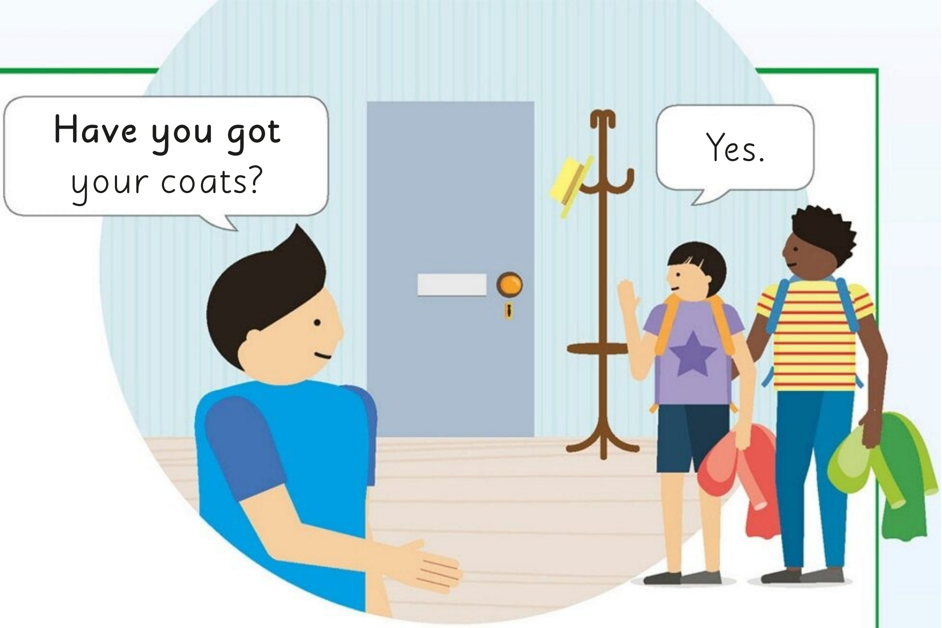
When to use
Use **present simple questions** with **to have got** to ask about possessions, family members, and parts of the body.

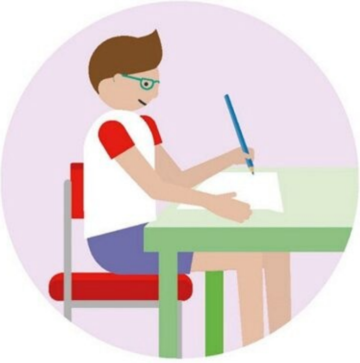
Have you got a dog?

Further examples

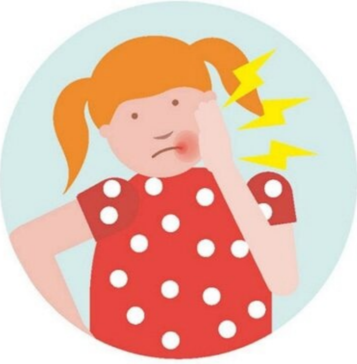


Has Kate got
her hat?

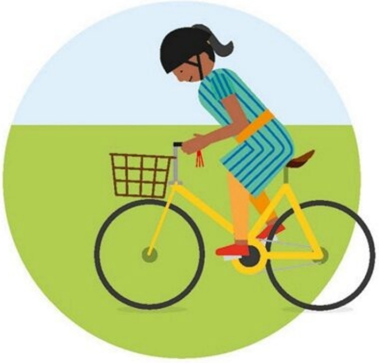

Have you got
your coats?
Yes.



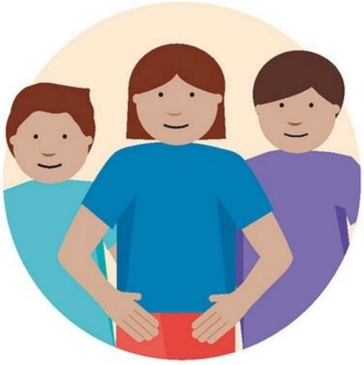
Has he got
a blue pencil?



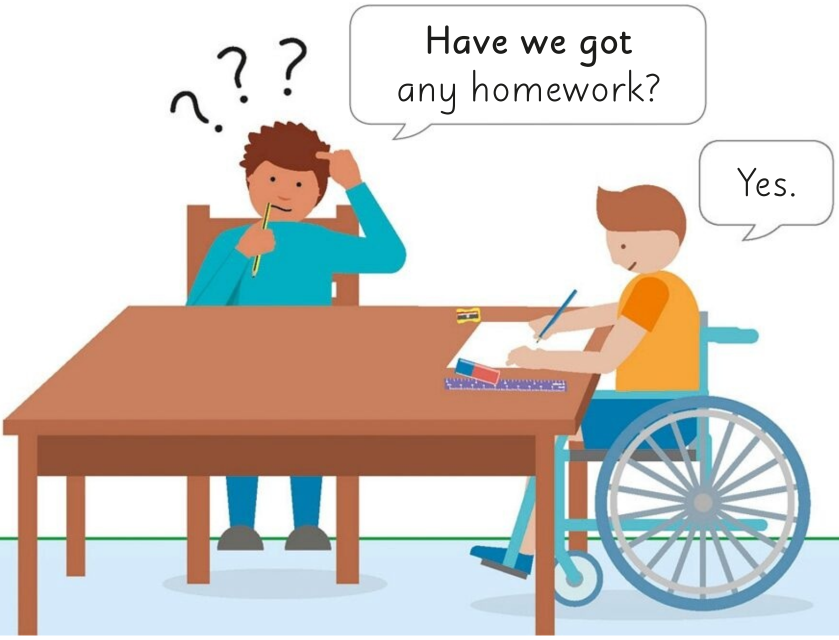
Has she got
a toothache?



Has Sara got
a yellow bike?



Have you got
any brothers?


? ? ?
Have we got
any homework?
Yes.

4 Present continuous

See also:
Present simple **1**
Infinitives and base forms **42**

I am running.

4.1 How to form: Present continuous

To form the present continuous, use **am**, **is**, or **are** after the subject, followed by the present participle of the main verb.

subject	am/is/are	present participle
I	am	running.

Use **am** when you're talking about yourself.

Use the present participle form of the main verb. Present participles always end in **ing**.

You are jumping.

Use **are** for **you**.

He / She / It is cycling.

Use **is** for **he**, **she**, or **it**.

We / You / They are walking.

Use **are** for **we**, **you**, or **they**.

When to use
Use the **present continuous** to talk about ongoing actions that are taking place in the present moment.

4.2 Present participles spelling rules

To form any present participle, add **ing** to a base form. Sometimes, the spelling of the base form changes before we add **ing**.

Final syllable is stressed and last letters are consonant, vowel, consonant.

wear → **wearing**

For most verbs, just add **ing**.

choose → **choosing**

Take away the **e** then add **ing**.

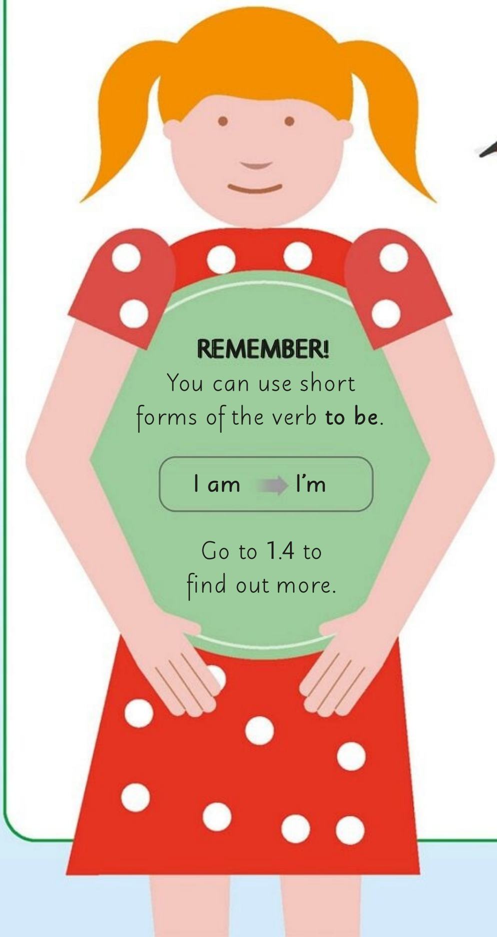
tie → **tying**

Change **ie** to **y** then add **ing**.

begin → **beginning**

Write the last letter twice, unless it's **w**, **x**, or **y**, then add **ing**.

Further examples

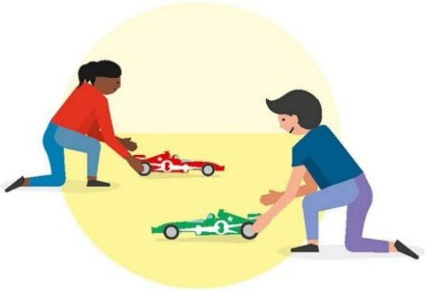


REMEMBER!

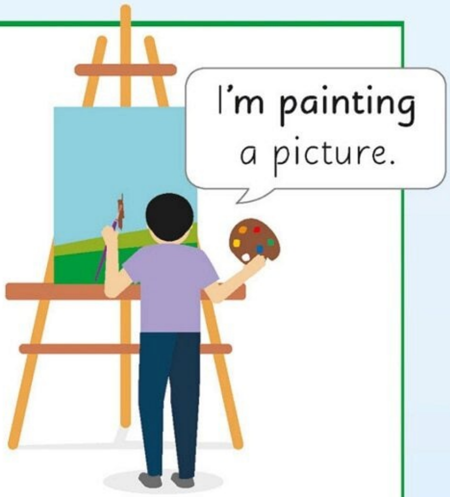
You can use short forms of the verb **to be**.

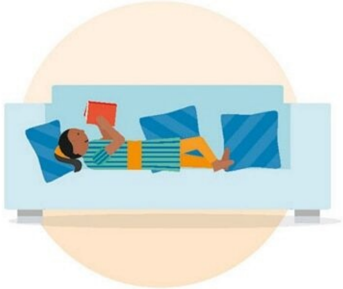
I am → I'm

Go to 1.4 to find out more.

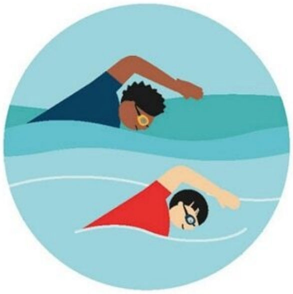


They **are playing**.


I'm **painting** a picture.



Sara **is lying** on the sofa.



We**'re swimming** in the sea.

5 Present continuous negatives

See also:
Present simple negatives **2**
Present continuous **4**

I am not dancing.

5.1 How to form: Present continuous negatives

To form present continuous negatives, put **not** after **am**, **is**, or **are**.

I am dancing.

↓

I am not dancing.

Put **not** after **am**, **is**, or **are**.

The present participle stays the same.

I | am | not | drawing.

Use **am not** for I.

You | are | not | eating.

Use **are not** for **you**.

He / She / It | is | not | singing.

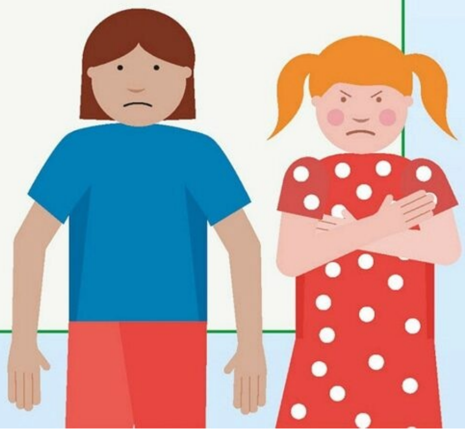
Use **is not** for **he**, **she**, or **it**.

We / You / They | are | not | talking.

Use **are not** for **we**, **you**, or **they**.

When to use

Use **present continuous negatives** to talk about something that is not happening in the present moment.



5.2 Present continuous negatives: “to be” short forms

There are two ways to shorten present continuous negatives, except for **I am not**, which only has one short form.

I am not → I’m not

You are not → You’re not / You aren’t

He is not → He’s not / He isn’t

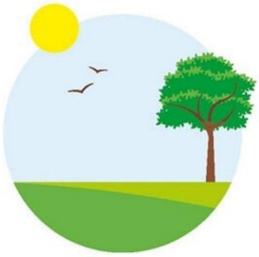
She is not → She’s not / She isn’t

It is not → It’s not / It isn’t

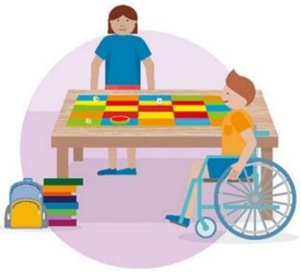
We are not → We’re not / We aren’t

They are not → They’re not / They aren’t

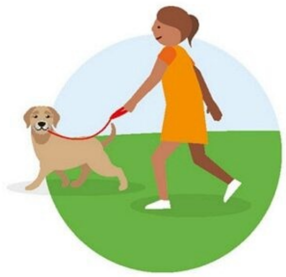
Further examples



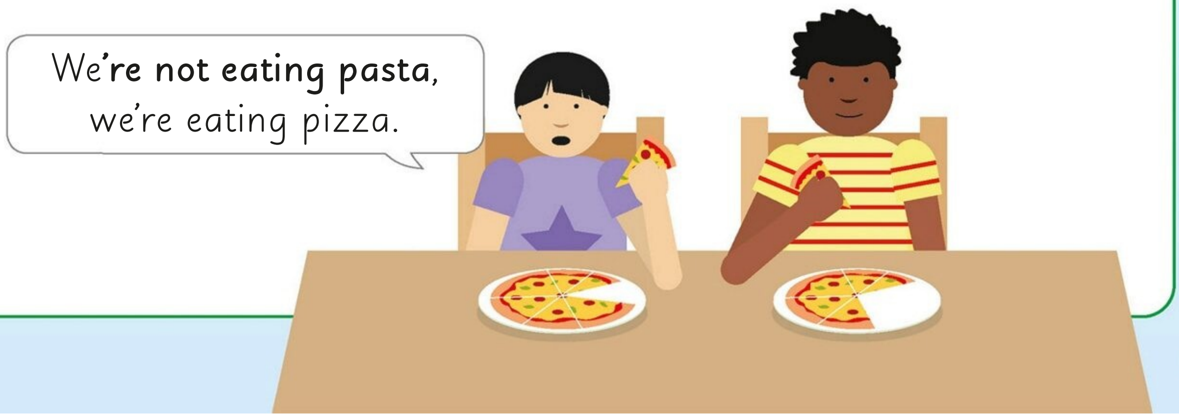
It **is not raining**!



They **are not studying**, they are playing.

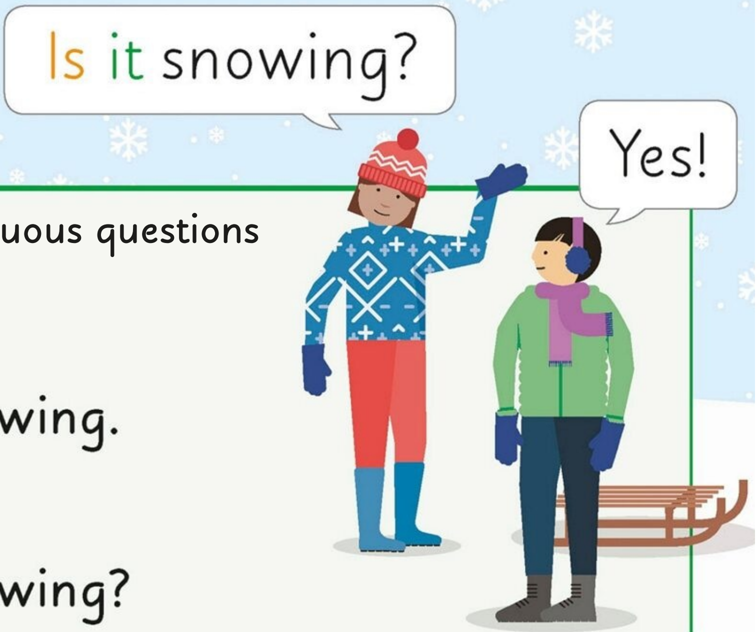


She **isn’t running**, she’s walking.


We’re not eating pasta, we’re eating pizza.

6 Present continuous questions

See also:
Present simple **1**
Present continuous **4**


Is it snowing?
Yes!

6.1 How to form: Present continuous questions

To ask present continuous questions, put **am**, **is**, or **are** before the subject.

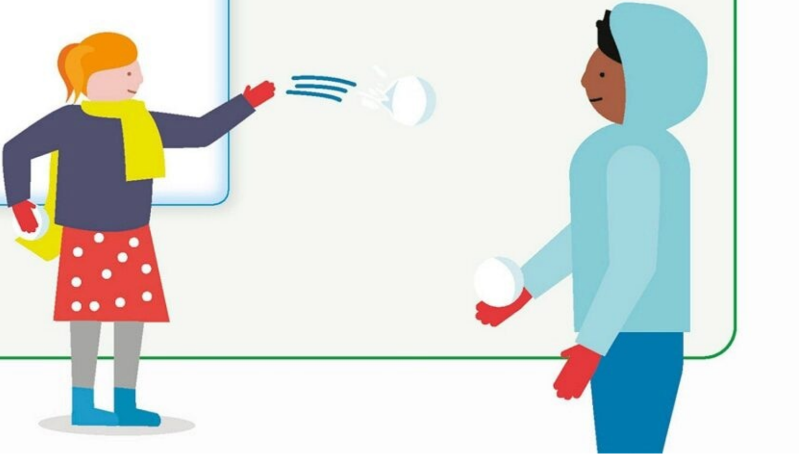
It is snowing.

Put **is** before the subject, **it**.

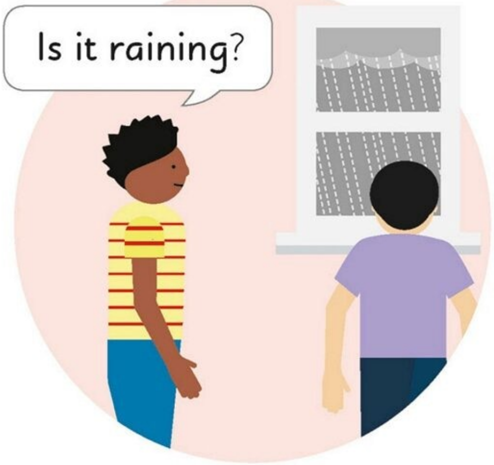
Is it snowing?

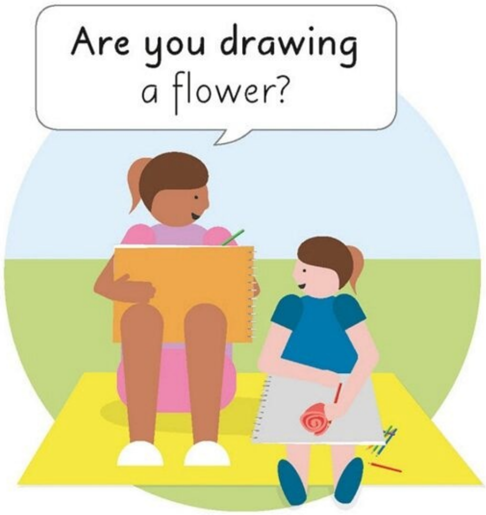
Am	I	playing?
Are	you	
Is	he she it	
Are	we you they	

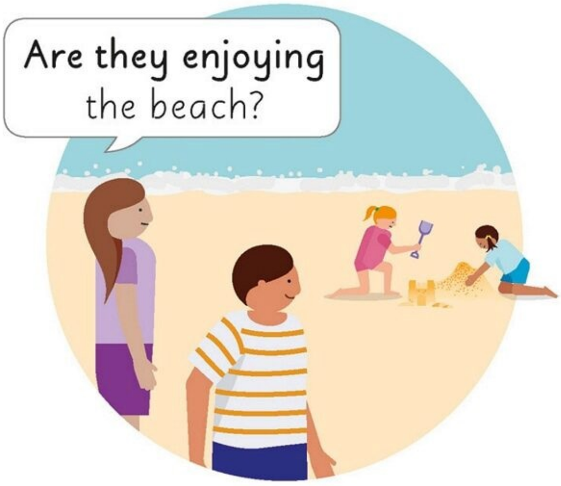
When to use
Use **present continuous questions** to ask whether something is happening in the present moment.

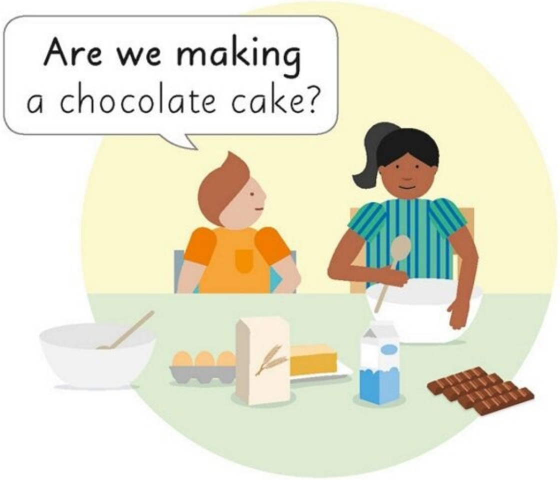


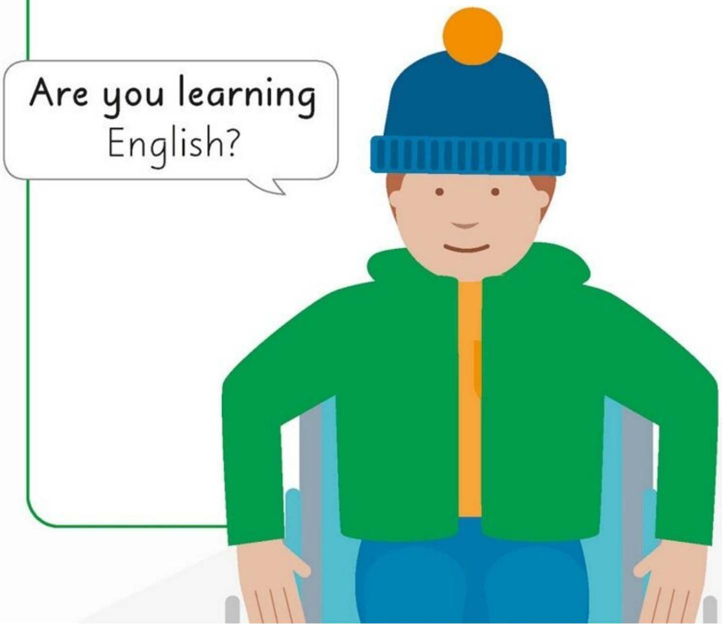
Further examples

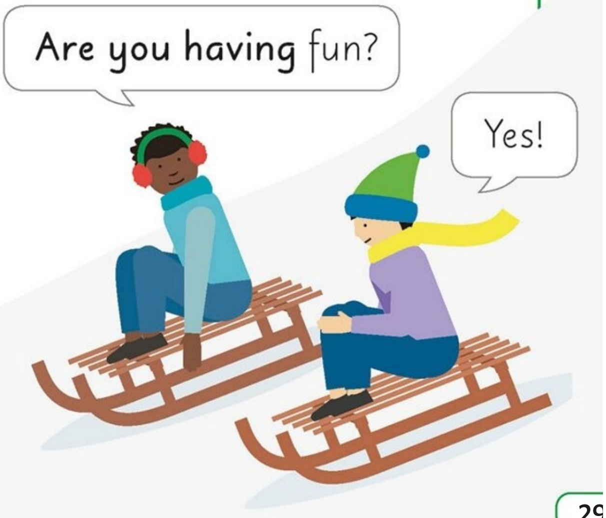

Is it raining?


Are you drawing a flower?


Are they enjoying the beach?


Are we making a chocolate cake?


Are you learning English?


Are you having fun?
Yes!

7 Present tenses overview

We use both the present simple and the present continuous to talk about the present, but we use them in different situations.

7.1 Present simple

To form the present simple of regular verbs, use the base form of the verb. With **he**, **she**, or **it**, add an **s** or **es** to the base form. Go to Unit 1 to find out more.

Our car is blue.

This is a fact.

When to use

Use the **present simple** to talk about facts or things that are always true.

I like video games.

This is an opinion.

Use the **present simple** to talk about opinions.

Max reads a book every evening.

This happens regularly.

Use the **present simple** to talk about habits or things that happen regularly.

7.2 Adding "s" in the present simple

In positive sentences, always add an **s** or **es** to a regular verb for **he**, **she**, or **it**. Never add an **s** or **es** to the verb if it's part of a negative sentence or a question, even if it uses **he**, **she**, or **it**.

He starts school at 9 o'clock.

Add an **s** because the subject is **he** and the sentence is positive.

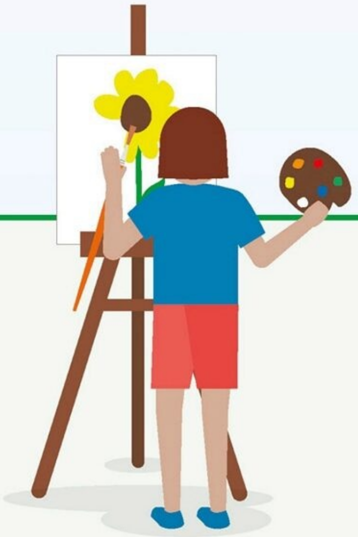
12
1
2
3
4
5
6
7
8
9
10
11

He doesn't start school at 10 o'clock.

Do not add an **s** because this is a negative sentence.

What time does he start school?

Do not add an **s** because this is a question.



7.3 Present continuous

To form the present continuous, use **am**, **is**, or **are** followed by a present participle. Go to Unit 4 to find out more.

I am painting a picture.

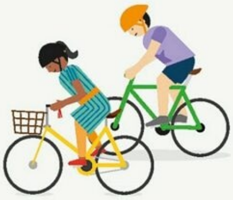
This is happening in the present moment.

It is snowing.

Use **am**, **is**, or **are** depending on the subject.

They are riding their bikes.

Use the present participle form of the main verb.



When to use

Use the **present continuous** to talk about ongoing actions that are taking place in the present moment.

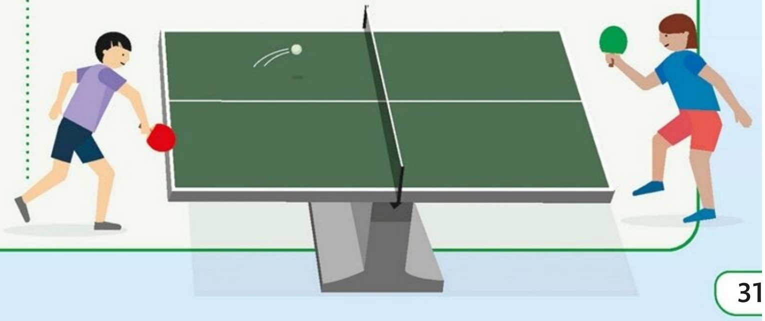
7.4 Comparing the present simple and the present continuous

Use the present simple to talk about habits or things that happen regularly.

We play table tennis on Mondays.

Use the present continuous to talk about an ongoing action that is happening in the present moment.

We are playing table tennis. It's fun!



8 Past simple

See also:
Past simple negatives **9**
Past simple questions **10**

I washed the car yesterday.

8.1 How to form: Past simple with regular verbs

Regular verbs end with **ed** in the past simple.
The past simple form stays the same for all subjects.

subject	verb	object	time marker
I	washed	the car	yesterday.

Add **ed** to the base form of a verb.

We often use time markers to say when something happened.

You He She It We You They	washed	the car.

This verb is in the past simple. Use the same form for all subjects.

When to use
Use the **past simple** to talk about a finished action that happened at a fixed moment in the past.

8.2 Spelling rules: Past simple

To form the past simple of regular verbs, add **ed** to the base form of a verb. Sometimes, the spelling of the base form changes before we add **ed**.

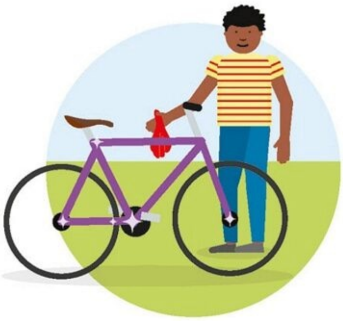
wash
washed
Add **ed** to most verbs.

dance
danced
Only add **d**.

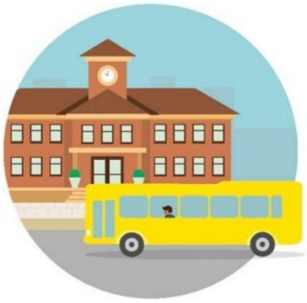
The last letters are a consonant and **y**.
try
tried
Change the **y** to an **i** then add **ed**.

The last letters are a vowel and a consonant.
stop
stopped
Write the last letter twice then add **ed**.

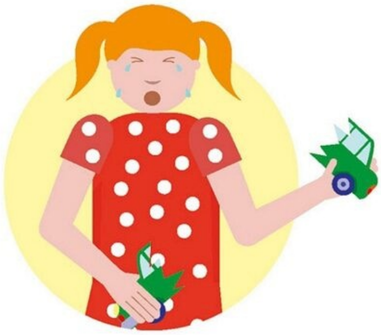
Further examples



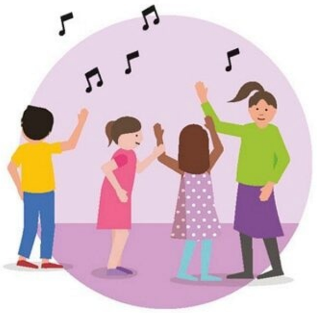
I **cleaned** my bike yesterday.



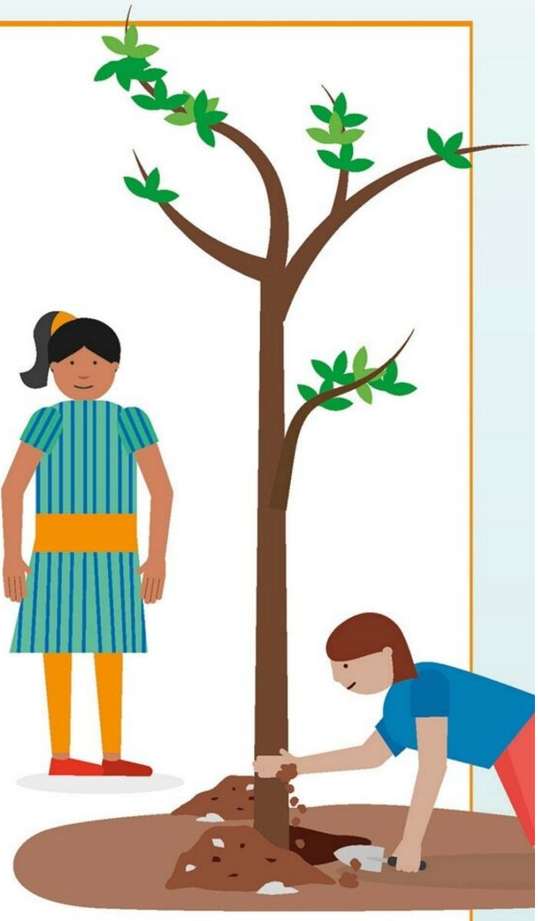
The bus **stopped** in front of the school.



She **cried** because she **dropped** her toy.



We **danced** at the party last night.



They **planted** a tree last week.

8.3 Common irregular verbs in the past simple

Lots of verbs are irregular in the past simple. They can sometimes look a lot different to their base forms. These are some of the most common irregular verbs in the past simple. For a longer list, go to R19.

go → went
have → had
do → did
put → put
come → came
see → saw

8.4 How to form: Past simple with irregular verbs

As with regular verbs, irregular verbs except **to be** stay the same for all subjects.

I	went	to the shops yesterday.
You		
He She It		
We You They		

We went to the shops yesterday.

8.5 How to form: Past simple with "to be"

In the past simple, **to be** has two forms – **was** and **were**. It is the only verb in the past simple that changes depending on the subject.

I	was	at the beach last week.
You	were	
He She It	was	
We You They	were	

When to use

Use the **past simple** with **to be** to talk about facts, feelings, situations, or states in the past.

Further examples

Ben **came** to my house last week.

We **had** pasta for dinner last night.

They **were** very tired after school.

9 Past simple negatives

See also:
Past simple **8**
Infinitives and base forms **42**

I did not like the cake.

9.1 How to form: Past simple negatives

To form the past simple negative, add **did not** before the main verb. **Did not** stays the same for all subjects. The main verb always stays in its base form – never use the past simple form or add an **s**.

I liked the cake.

↓

I did not like the cake.

Add **did not** before the main verb.

The main verb is in its base form.

I	did not	like	the cake.
You			
He She It			
We You They			

When to use

Use **past simple negatives** to talk about actions or states that did not happen in the past.

9.2 Past simple negatives: "did not" short form

We often shorten **did not** to **didn't**.

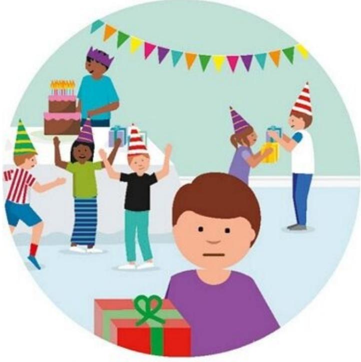
I **did not like** the cake.

↓

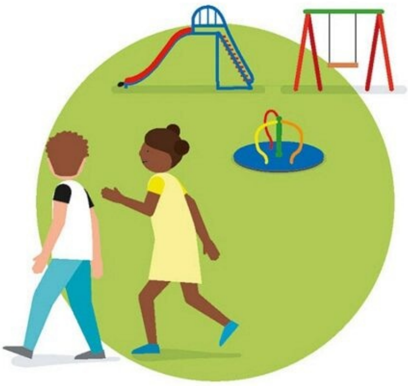
I **didn't like** the cake.

Did and **not** go together and an apostrophe replaces the **o**.

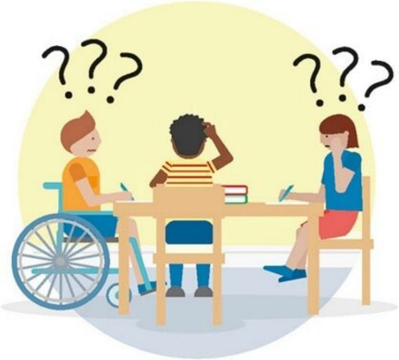
Further examples



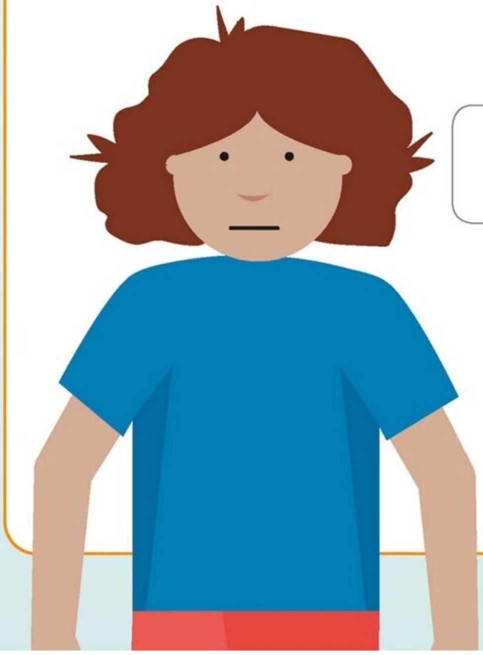
He **didn't wear** a hat at the party.



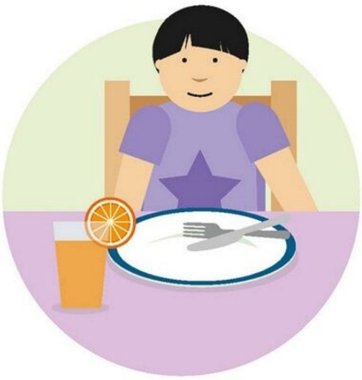
We **did not play** in the park yesterday.



They **did not understand** the test.



I **didn't brush** my hair this morning.



Andy **didn't drink** his juice.

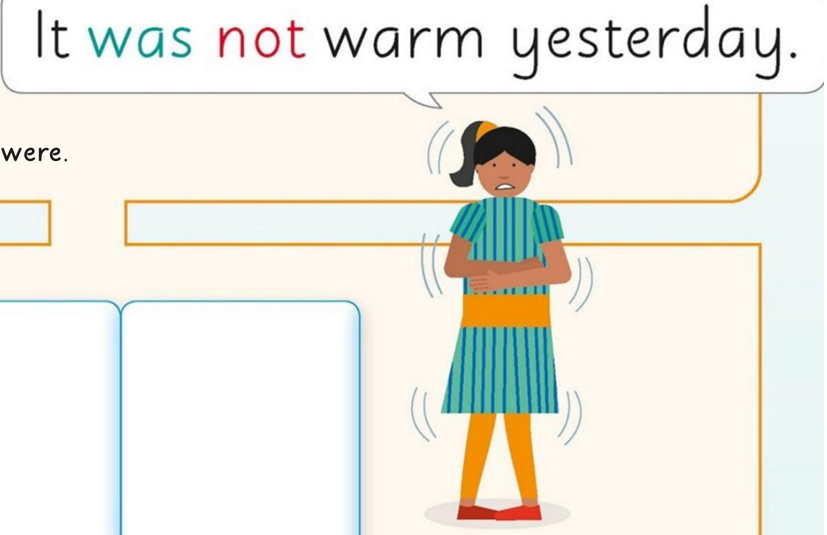
9.3 How to form: past simple negatives with "to be"

To form the past simple negative of **to be**, add **not** after **was** or **were**.
You do not need to use **did not** or **didn't**.

It was warm.

It was not warm.

Put **not** after **was** or **were**.


It was not warm yesterday.

I	was	not	warm.
You	were		
He She It	was		
We You They	were		

When to use

Use **past simple negatives** with **to be** to talk about facts, situations, or states in the past.

Further examples

The dog **was not** hungry.

The shop **was not** open.

The balls **were not** red.

9.4 Past simple negatives: "was not" and "were not" short forms

We often shorten **was not** to **wasn't** and **were not** to **weren't**.

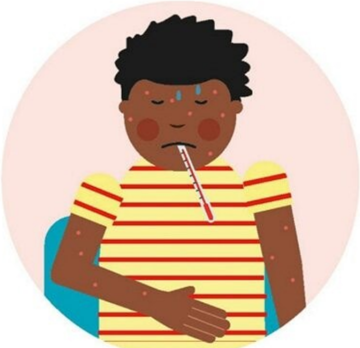
was not → **wasn't**

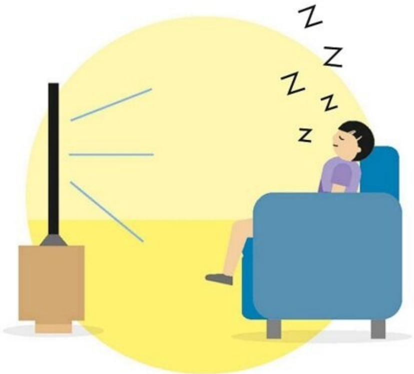
Was and **not** go together and an apostrophe replaces the **o**.

were not → **weren't**

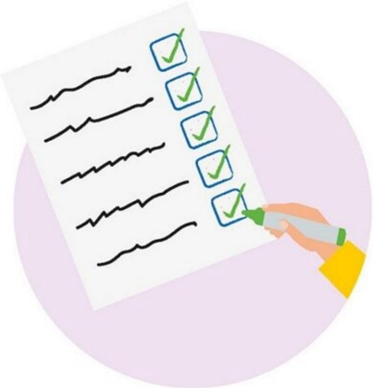
Were and **not** go together and an apostrophe replaces the **o**.

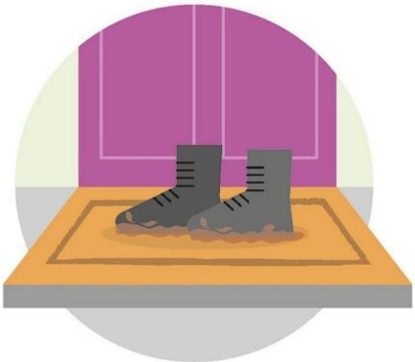
Further examples

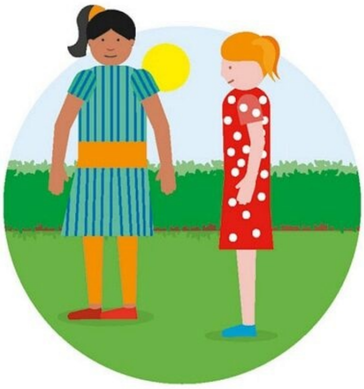

I **wasn't** very well last week.

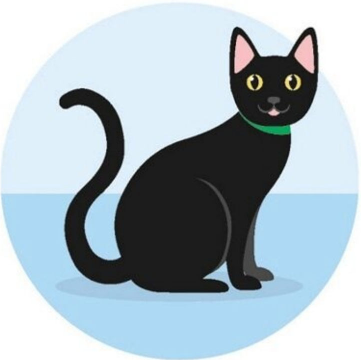


The film **wasn't** interesting.


The questions **weren't** too difficult.


The boots **weren't** clean.


It **wasn't** cold this morning.


The cat **wasn't** white, it was black.

10 Past simple questions

See also:
Past simple **8**
Forming questions **38**

Did you watch the game?

10.1 How to form: Past simple questions

To ask past simple questions, put **did** before the subject and put the main verb in its base form – do not use the past simple form or add an **s**. **Did** stays the same for all subjects.

You watched the game.

Did you watch the game?

Put **did** at the start of the question.

The main verb is in its base form.

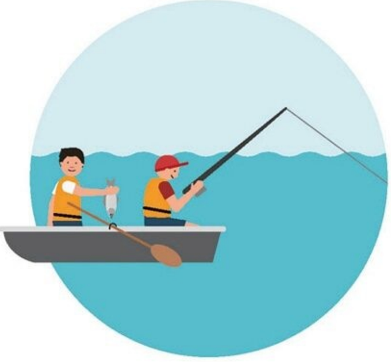
Put a question mark at the end.

Did	I	watch the game?
	you	
	he she it	
	we you they	

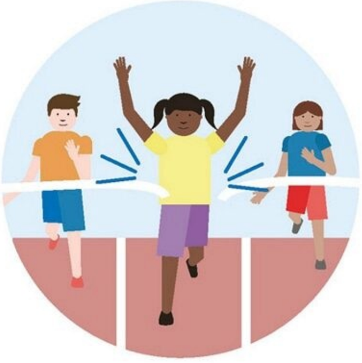
When to use

Use **past simple questions** to ask about completed actions in the past.

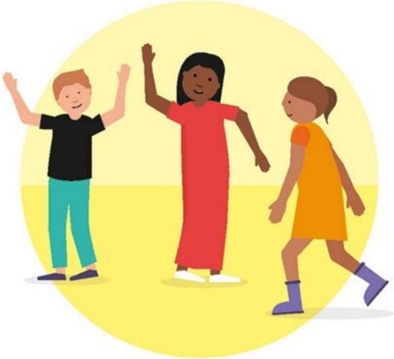
Further examples



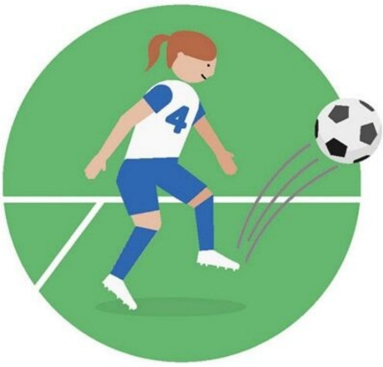
Did they catch a fish?



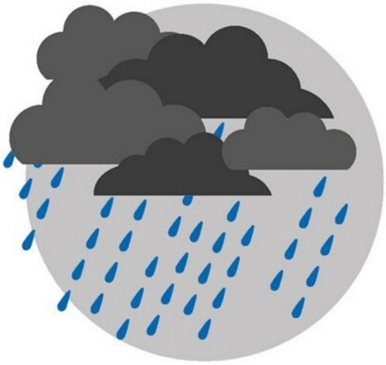
Did she finish the race?



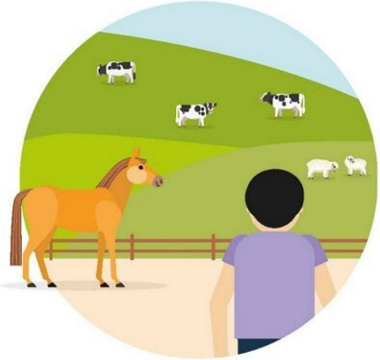
Did you wear a red dress to the party?



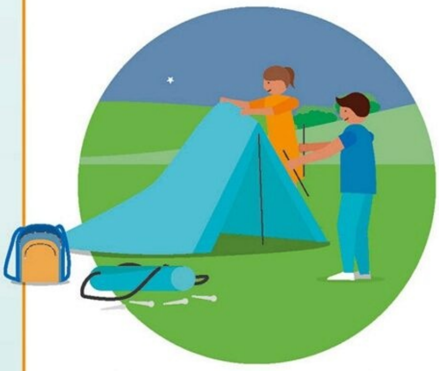
Did Jess play football today?



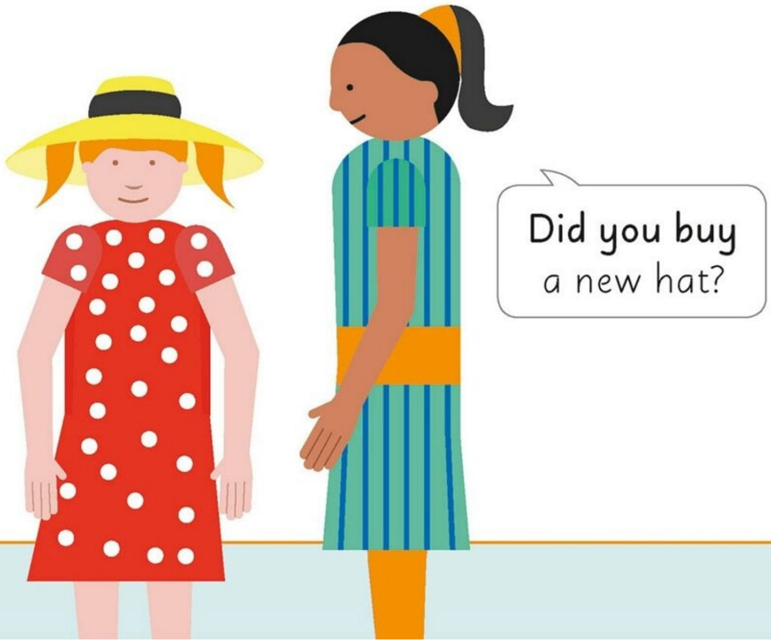
Did it rain yesterday?



Did he see a horse at the farm?



Did you go camping last summer?


Did you buy a new hat?

10.2 How to form: Past simple questions with "to be"

To ask past simple questions with **to be**, put **was** or **were** before the subject. You do not need to use **did**.

You were at the party yesterday.

Were you at the party yesterday?

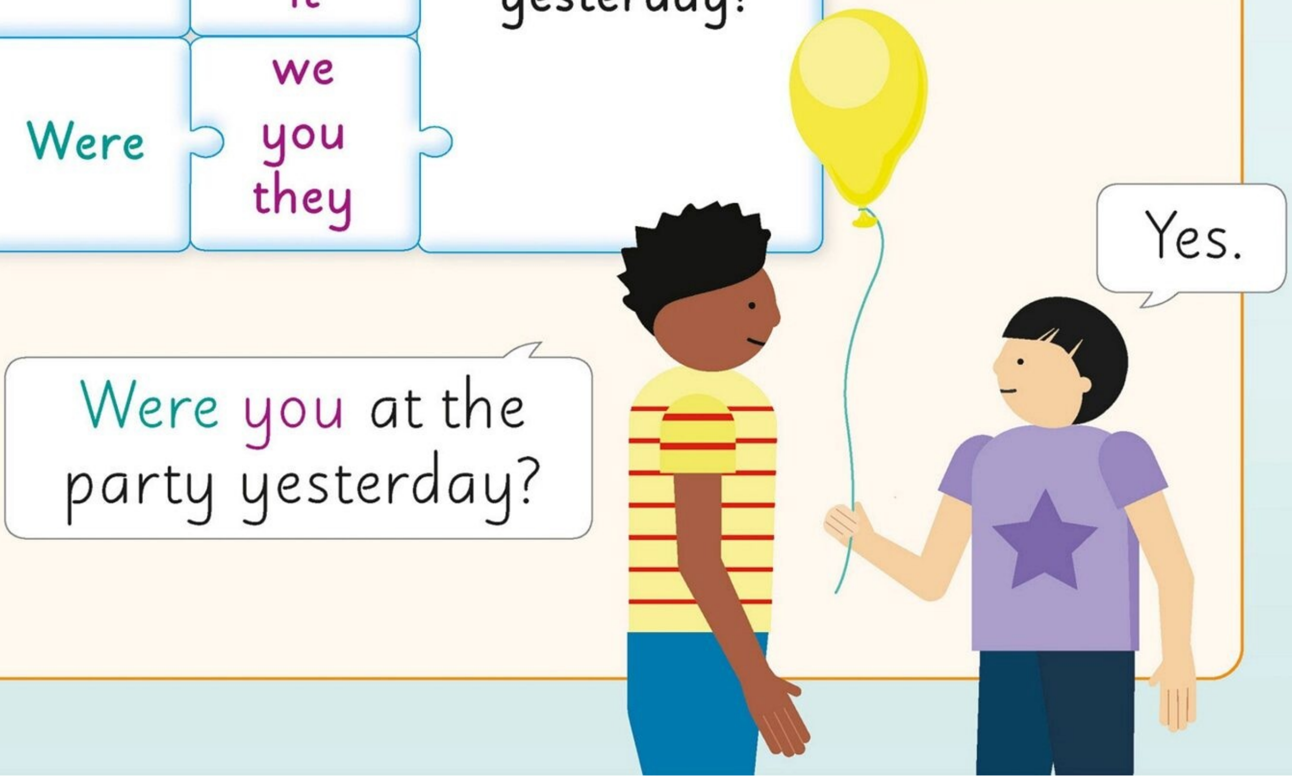
Put **were** before the subject, **you**.

Put a question mark at the end.

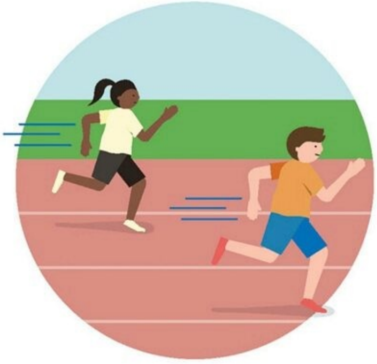
Was	I	at the party yesterday?
Were	you	
Was	he she it	
Were	we you they	

When to use

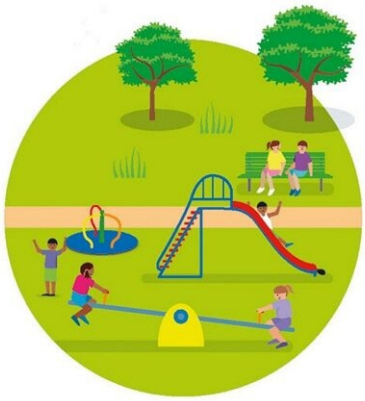
Use **past simple questions** with **to be** to ask about facts, situations, and states in the past.


Were you at the party yesterday?
Yes.

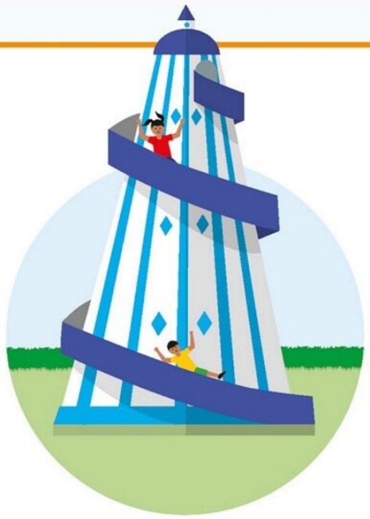
Further examples



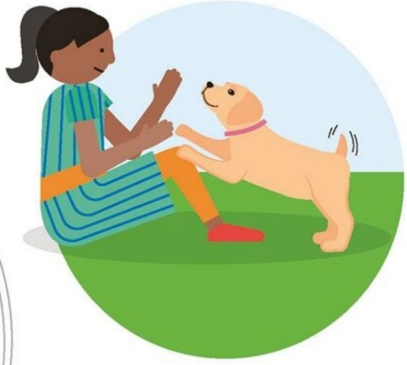
Was I fast?



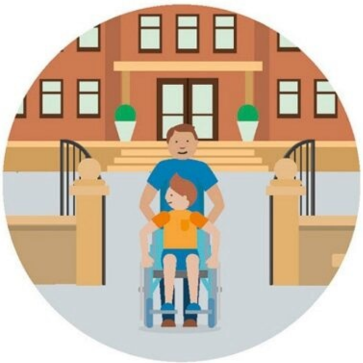
Were you at the park yesterday?



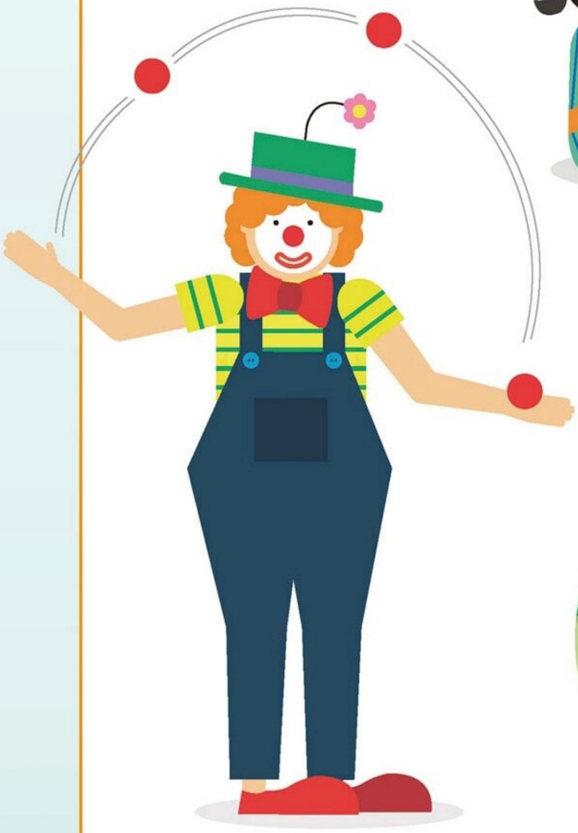
Was the slide big?



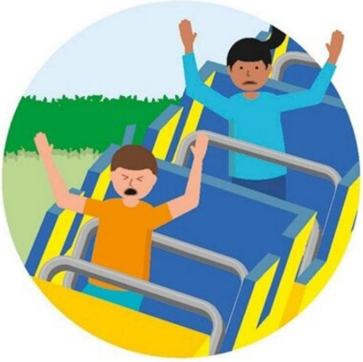
Was she excited to see you?



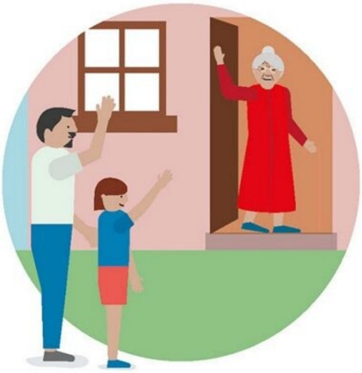
Was school fun today?



Was the clown funny?



Were you scared on the rollercoaster?



Were Dad and Sofia happy to visit Grandma?

11 Past continuous

See also:
Present continuous **4**
Past simple **8**

11.1 How to form: Past continuous

To form the past continuous, use **was** or **were** followed by a present participle.

subject	was/were	present participle	rest of sentence
The sun	was	shining	in the sky.

Use **was** or **were** depending on the subject.

Use the present participle form of the main verb.

11.2 Using the past continuous

There are two ways to use the past continuous.

When to use
Use the **past continuous** to tell a story.

past continuous

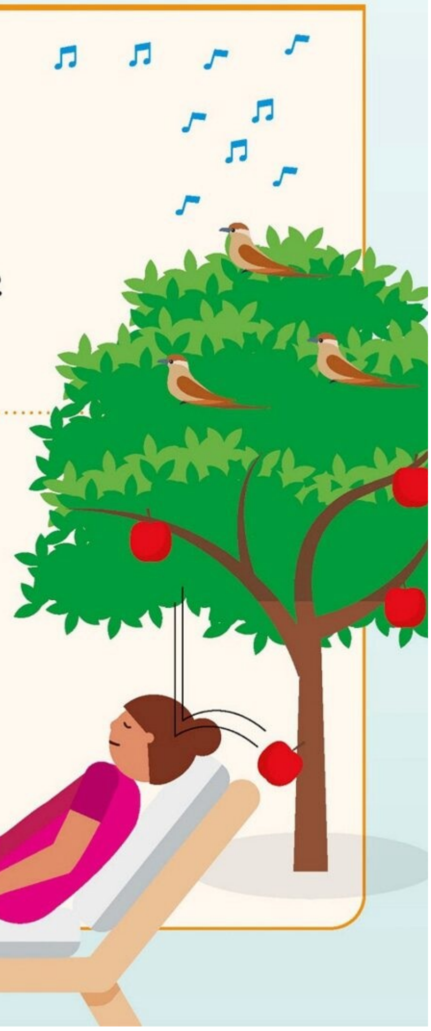
The birds were singing in the trees. It was a beautiful day.

Use the **past continuous** to talk about an ongoing action in the past that was interrupted by another action.

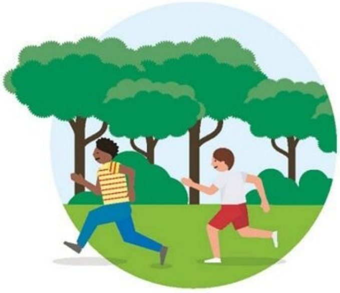
past continuous

I was sleeping when an apple fell on my head.

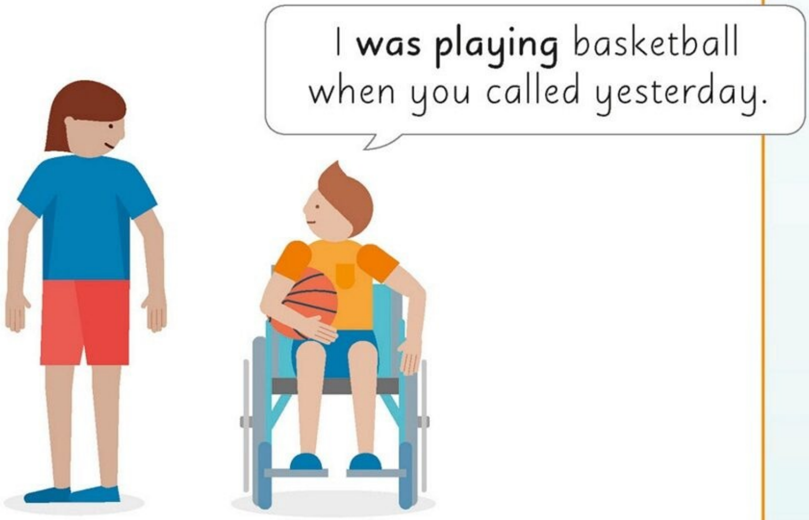
The interrupting action is in the past simple.

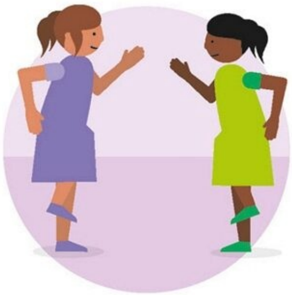


Further examples

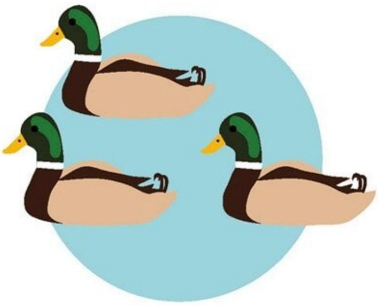


The boys **were running** through the forest.

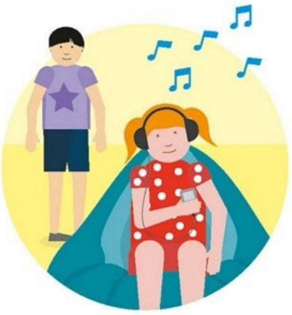

I **was playing** basketball when you called yesterday.



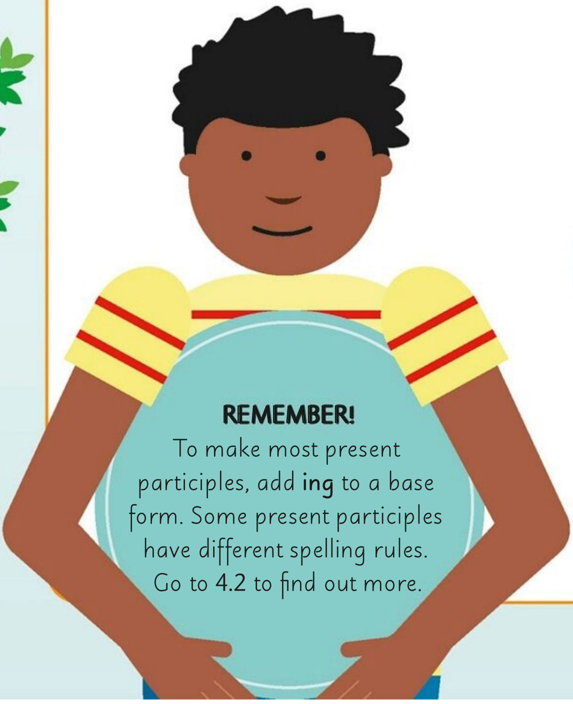
The girls **were having** fun together.



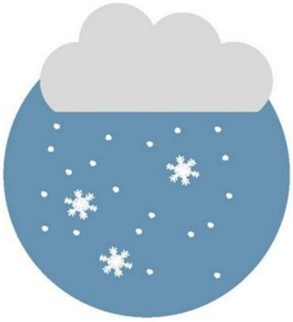
The ducks **were swimming** in the water.



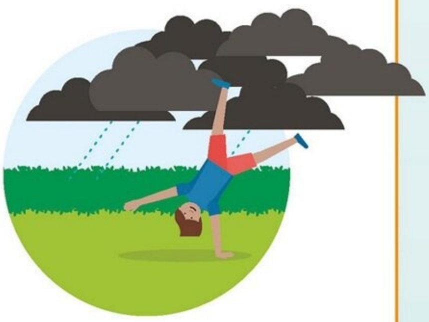
Maria **was listening** to music when Andy arrived.



REMEMBER!
To make most present participles, add **ing** to a base form. Some present participles have different spelling rules. Go to **4.2** to find out more.



It was a cold day. Snow **was falling**.



I **was playing** in the garden when it started to rain.

12 Past continuous negatives

See also:
Past simple **4**
Past continuous **11**

12.1 How to form: Past continuous negatives

To form past continuous negatives, put **not** after **was** or **were**.

The children were drawing.

The children were not drawing.

Add **not** after **was** or **were**.

The present participle stays the same.

12.2 Using past continuous negatives

There are two ways to use past continuous negatives.

When to use
Use **past continuous negatives** to tell a story.

Sara was not listening to music. She was reading a book.

Use **past continuous negatives** to talk about an action that was not happening in the past while another action took place.

I was not paying attention when I fell over the blocks.

The interrupting action is in the past simple.

12.3 Past continuous negatives: "was not" and "were not" short forms

We often shorten **was not** to **wasn't** and **were not** to **weren't**.

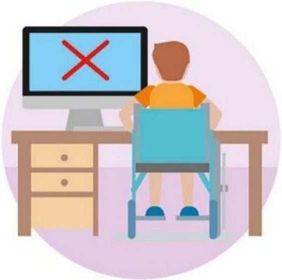
was not ↓ wasn't

were not ↓ weren't

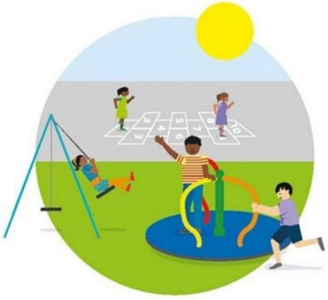
Was and **not** go together and an apostrophe replaces the **o**.

Were and **not** go together and an apostrophe replaces the **o**.

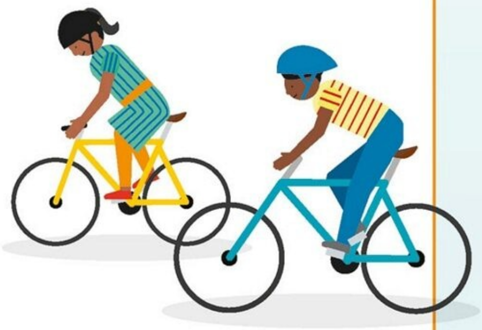
Further examples



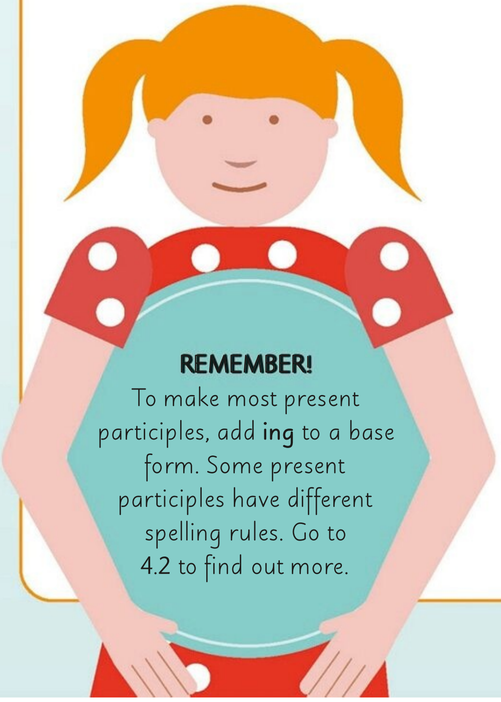
The computer **wasn't working**.



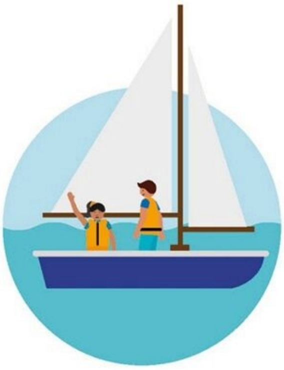
It **wasn't raining** when we arrived at the park.



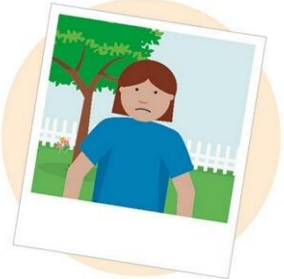
We **were not walking**, we were riding our bikes.



REMEMBER!
To make most present participles, add **ing** to a base form. Some present participles have different spelling rules. Go to 4.2 to find out more.



They **weren't surfing**, they were sailing!



Sofia's mum took a photo, but Sofia **wasn't smiling**.

13 Past continuous questions

See also:
Past continuous **11**
Question words **40**

Were you playing in your room?

13.1 How to form: Past continuous questions

To form past continuous questions, put **was** or **were** before the subject.

You were playing in your room.

Were you playing in your room?

Put **were** before the subject, **you**.

The present participle stays in the same position.

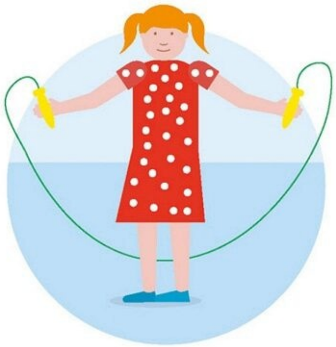
Put a question mark at the end.

Was	I	reading?
Were	you	
Was	he she it	
Were	we you they	

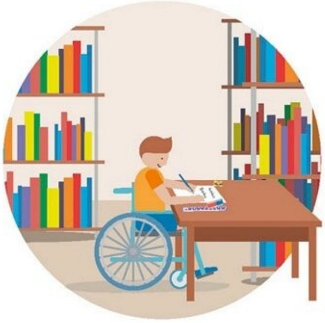
When to use

Use **past continuous questions** to ask about ongoing actions that were happening in the past.

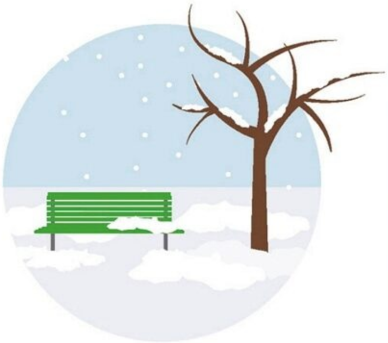
Further examples



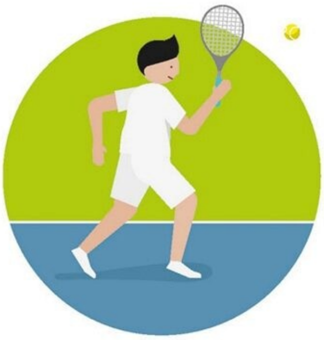
Were you skipping this morning?



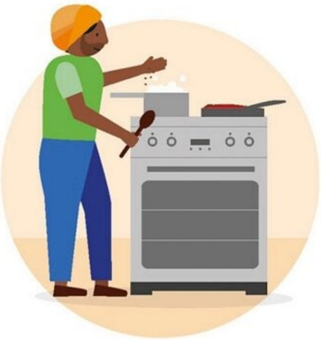
What **was Ben studying** in the library at lunchtime?



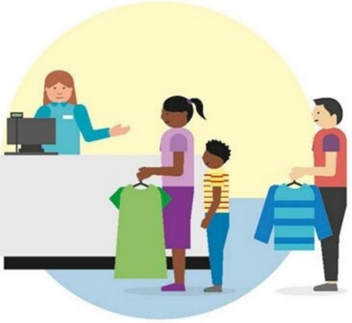
Was it snowing at the park?



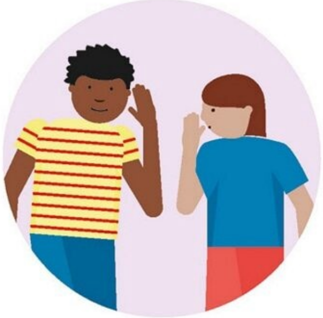
Was he playing tennis when you saw him?



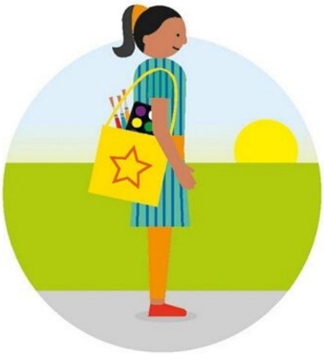
What **was Dad cooking** when you got home?



What **were you buying** at the shop yesterday?



Why **were they whispering**?



Where **was Sara going** yesterday morning?

REMEMBER!
To make most present participles, add **ing** to a base form. Some present participles have different spelling rules. Go to 4.2 to find out more.

14 Present perfect

See also:
Prepositions of time **74**
Irregular verbs **R19**

I have finished dinner.

14.1 How to form: Present perfect

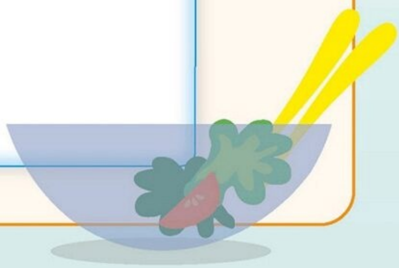
To form the present perfect, use **have** or **has** followed by a past participle.

subject	have/has	past participle	rest of sentence
I	have	finished	dinner.

Use **have** or **has** to make the present perfect.

To make past participles of regular verbs, add **ed** to a base form.

You	have	finished	dinner.
He She It	has		
We You They	have		



14.2 Using the present perfect

There are five ways to use the present perfect.

I **have finished** lunch.

When to use

Use this tense to give news or talk about recent events without specifying when they happened.

I **have visited** the museum five times.

Use this tense to talk about repeated actions in the past.

Oh no! I **have dropped** my keys!

Use this tense to talk about actions or states in the past that have a connection to the present moment.

I **have painted** three pictures this morning.

Use this tense to talk about an action that has happened during a period of time that has not finished yet.

I **have studied** English for two years.

We often use **for** and **since** with the present perfect.

Use this tense to talk about an action or state that started in the past, continued into the present, and may continue into the future.

14.3 Present perfect: "To have" short forms

We often use short forms of **have** and **has**.

I have	You have	He has	She has	It has	We have	You have	They have
↓	↓	↓	↓	↓	↓	↓	↓
I've	You've	He's	She's	It's	We've	You've	They've

14.4 Spelling rules: Past participles of regular verbs

To make the past participle of regular verbs, add **ed** to a base form. Sometimes, the spelling of the base form changes a little before we add **ed**.

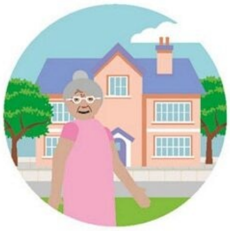
listen
listened
Add **ed** to most verbs.

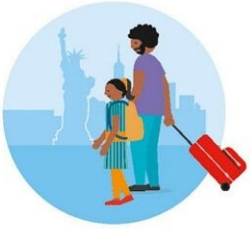
live
lived
Just add **d**.

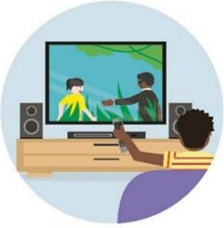
Last letters are a consonant and **y**.
cry
cried
Change the **y** to an **i** and add **ed**.

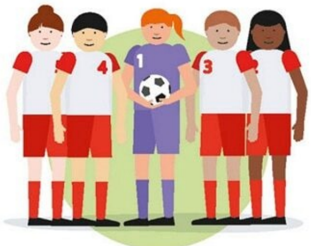
Final syllable is stressed and last letters are consonant, vowel, consonant.
drop
dropped
Write the last letter twice, then add **ed**.

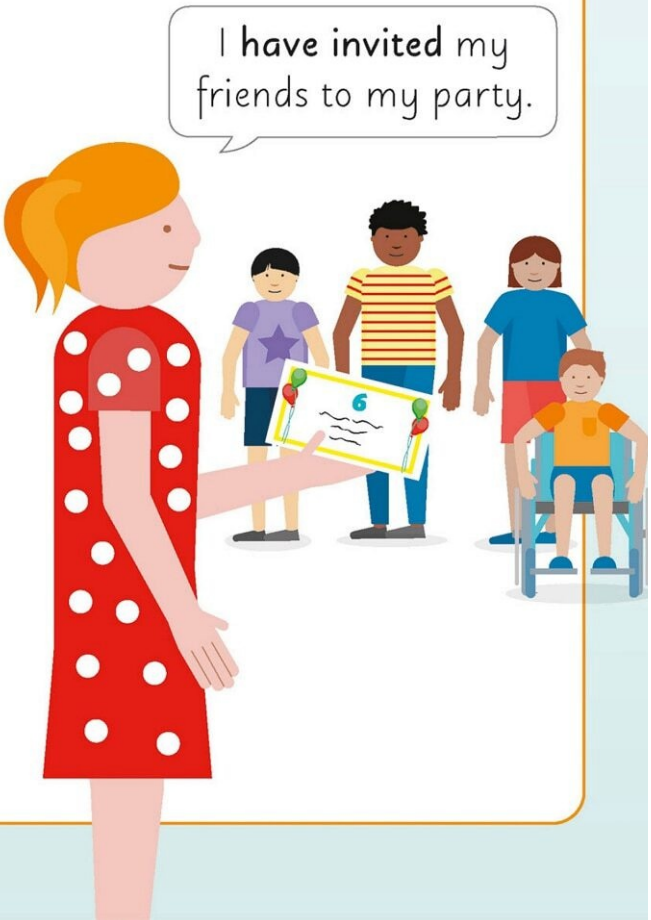
Further examples


She's **lived** in this house since 1975.


We've **arrived** in New York.


I've **watched** two films this evening.


Claire **has joined** the football team.


I **have invited** my friends to my party.
6

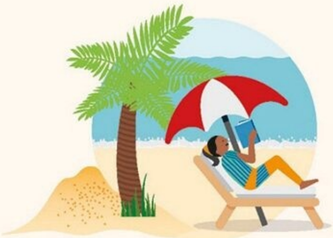
14.5 Past participles of irregular verbs

Lots of verbs in English have irregular past participles that don't end in **ed**. These are some of the most common irregular past participles. For a longer list, go to R19.

go	be	have	do	come	see
↓	↓	↓	↓	↓	↓
gone	been	had	done	come	seen

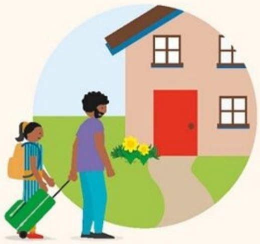
14.6 "Gone" and "been"

Gone is the past participle of **to go**. **Been** is the past participle of **to be**.
We use both to talk about going somewhere, but they mean different things.



Sara has gone to Spain.

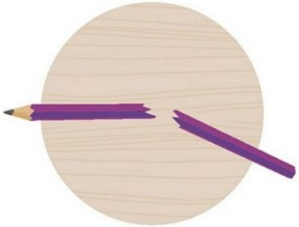
This means that Sara is still in Spain.



Sara has been to Spain.

This means that Sara went to Spain, but she isn't there now. She has returned.

Further examples



Look! You**'ve broken** your pencil!

Oh no! Andy **has forgotten** his book.

Maria is sad. She **has lost** her doll.

15 Present perfect negatives

See also:
Adverbs of time **69**
Prepositions of time **74**

15.1 How to form: Present perfect negatives

To form present perfect negatives, put **not** between **have** or **has** and the past participle.

I **have** been to the beach this year.

I **have not** been to the beach this year.

Put **not** after **have** or **has**.

Been is the past participle of **to be**.

When to use

To learn when to use the **present perfect**, go to Unit 14.

15.2 Present perfect negatives: "Have not" and "has not" short forms

We often shorten **have not** to **haven't** and **has not** to **hasn't**.

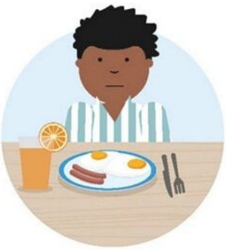
have not → **haven't**

has not → **hasn't**

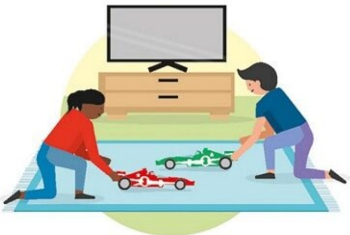
Have and **not** go together and an apostrophe replaces the **o**.

Has and **not** go together and an apostrophe replaces the **o**.

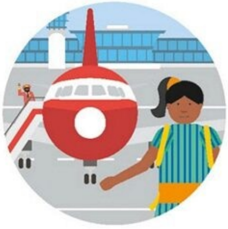
Further examples



I **have not eaten** my breakfast yet.



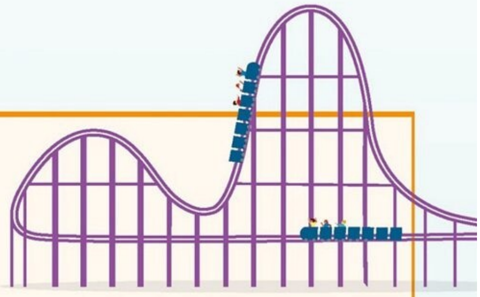
We **haven't watched** television today.



She **hasn't flown** on a plane before.

16 Present perfect questions

See also:
Adverbs of time **69**
Prepositions of time **74**



16.1 How to form: Present perfect questions

To ask questions with the present perfect, put **have** or **has** before the subject.

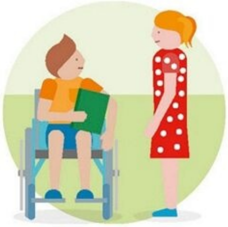
You have been on a rollercoaster.

Have you been on a rollercoaster?

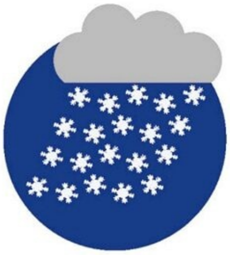
Put **have** before the subject, **you**.

When to use
To learn when to use the **present perfect**, go to Unit 14.

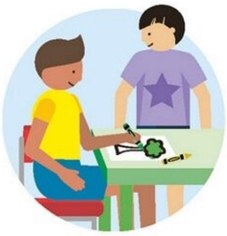
Further examples



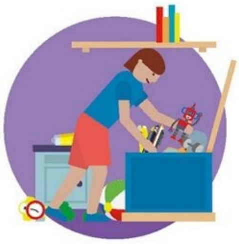
Have you read this book?



Has it snowed today?



Have they finished their pictures yet?



Have you seen my teddy bear?

Have you studied English this week?

17 Past tenses overview

We use the past simple, the present perfect, and the past continuous to talk about the past, but we use them in different situations.

17.1 Past simple

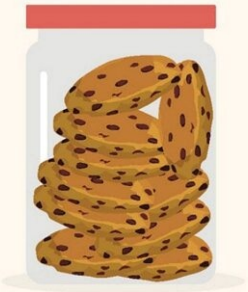
To form most regular verbs in the past simple, add **ed** to a base form. Go to Unit 8 to find out more.

This is a finished action in the past.

We **baked** ten biscuits yesterday.

When to use

Use the **past simple** to talk about a finished action that happened in the past during a period of time that has now finished.

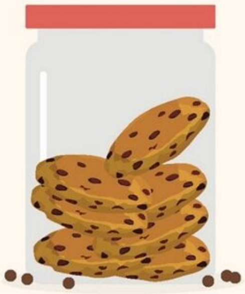


17.2 Present perfect

To form the present perfect, use **have** or **has** followed by a past participle. Go to Unit 14 to find out more.

This action happened during a time period that hasn't finished yet.

We **have eaten** three biscuits today.



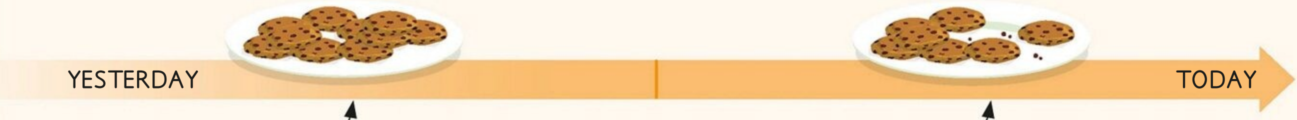
When to use

Use the **present perfect** to talk about an action that has happened during a period of time that has not finished yet.

17.3 Comparing the past simple and the present perfect

We **baked** ten biscuits yesterday.

We **have eaten** three biscuits today.

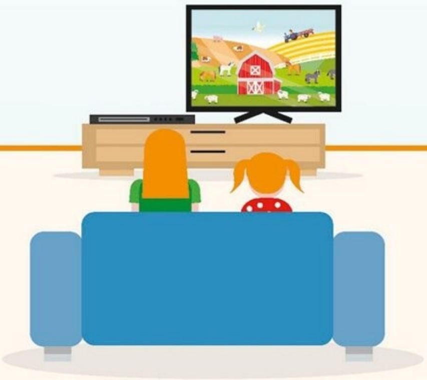


This happened during a time period that has now finished.

This has happened during a time period that has not finished yet. They might eat more biscuits today.

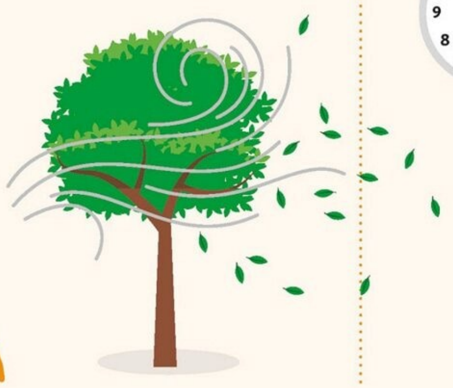
17.4 Past continuous

To form the past continuous, use **was** or **were** followed by a present participle. Go to Unit 11 to find out more.



It was a windy day and leaves were falling from the trees.

This is telling a story about the past.

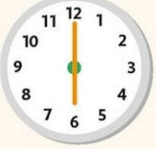


When to use

Use the **past continuous** to tell a story.

At 6 o'clock last night, we were watching television.

This is an ongoing action in the past.

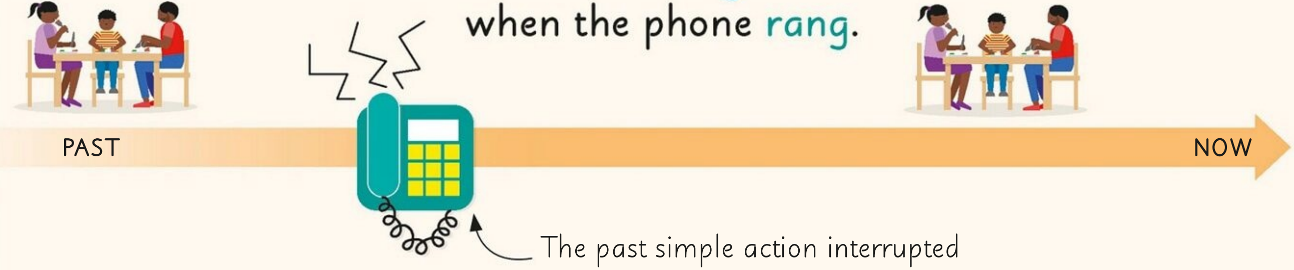


When to use

Use the **past continuous** to talk about an ongoing action in the past.

17.5 Using the past simple and the past continuous together

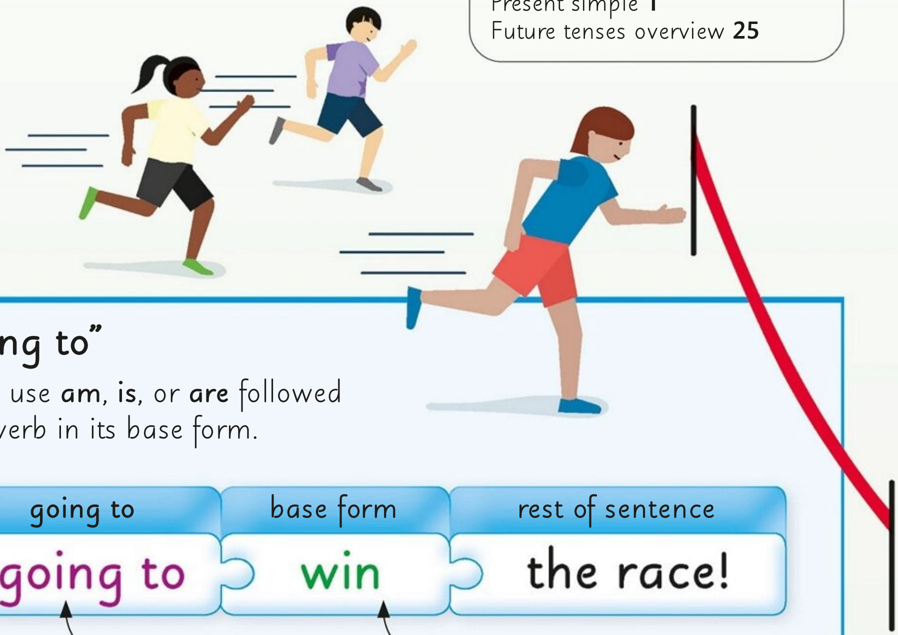
We were having dinner when the phone rang.



The past simple action interrupted the past continuous action.

18 “Going to”

See also:
Present simple **1**
Future tenses overview **25**



18.1 How to form: “Going to”

To form sentences with **going to**, use **am**, **is**, or **are** followed by **going to**, and then the main verb in its base form.

subject	am/is/are	going to	base form	rest of sentence
Sofia	is	going to	win	the race!

Use **am**, **is**, or **are** depending on the subject.

Going to always stays the same.

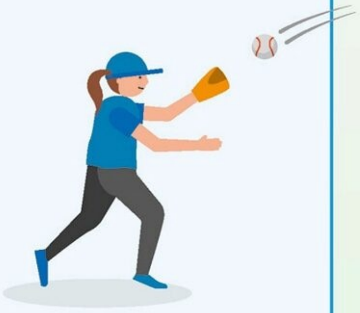
Don't add an **s** to the base form for **he**, **she**, or **it**.

18.2 Using “going to”

There are two ways to use **going to**.

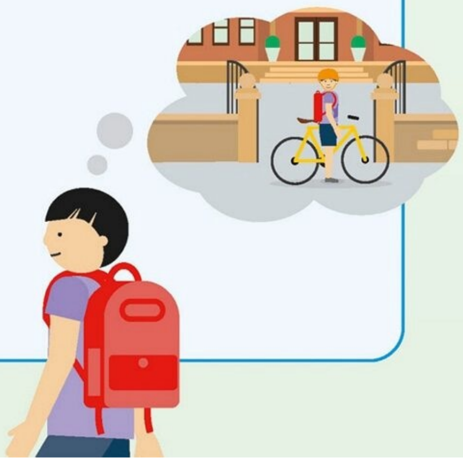
When to use
Use **going to** to make predictions about the future based on evidence you can see or when you know something is going to happen.

She is going to catch the ball.

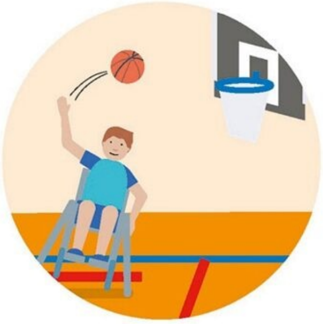


Use **going to** to talk about plans or a decision you've already made before the present moment.

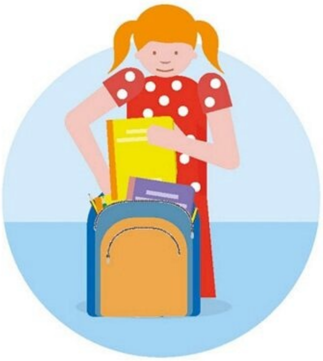
I am going to ride my bike to school tomorrow.



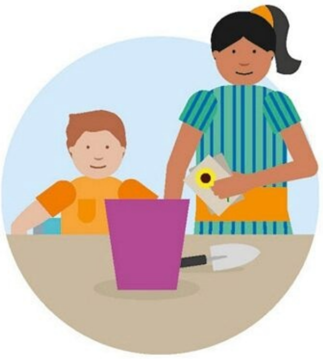
Further examples



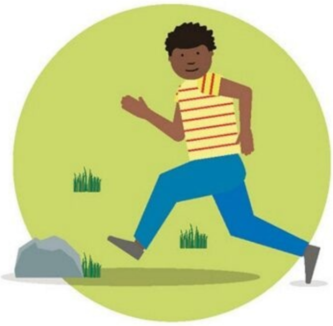
He **is going to score**.



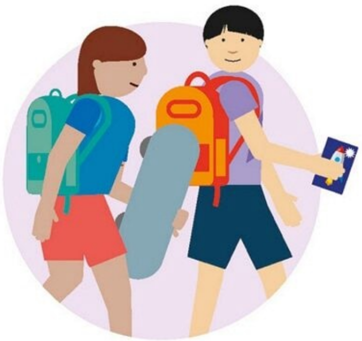
I'**m going to read** my book later.



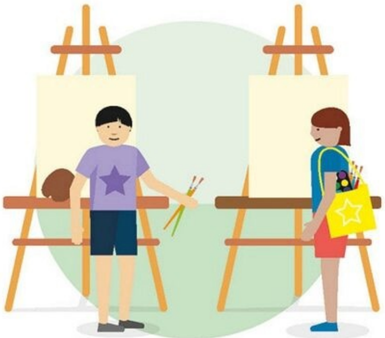
They **are going to grow** some flowers.



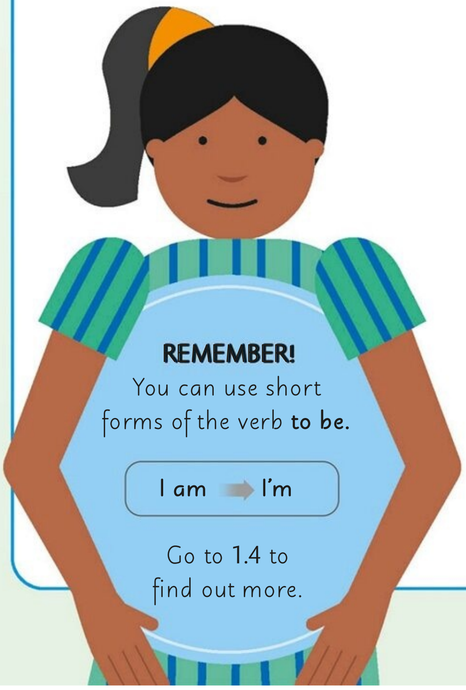
Oh no! Max **is going to fall over**.



We'**re going to play** video games after school.



We **are going to paint** some pictures.

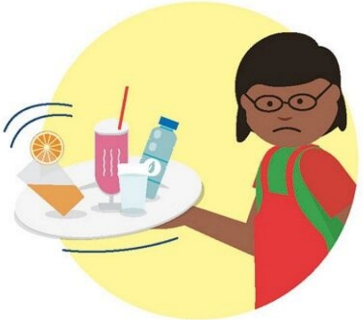


REMEMBER!

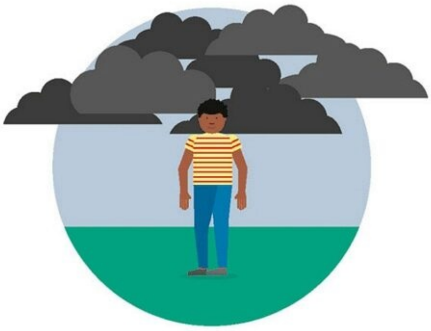
You can use short forms of the verb **to be**.

I am → I'm

Go to 1.4 to find out more.



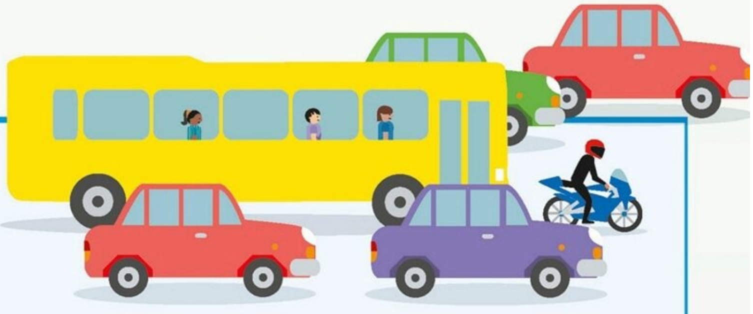
Careful! You'**re going to drop** the drinks!



Look at the clouds! It'**s going to rain** soon.

19 "Going to" negatives

See also:
Present simple negatives **2**
"Going to" **18**



19.1 How to form: "Going to" negatives

To make negative sentences with **going to**, add **not** before **going to**.

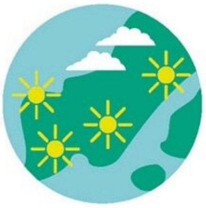
We are going to arrive on time.

We are not going to arrive on time.

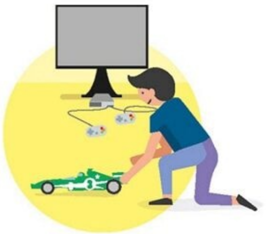
Add **not** before **going to**.

When to use
To learn when to use sentences with **going to**, go to Unit 18.

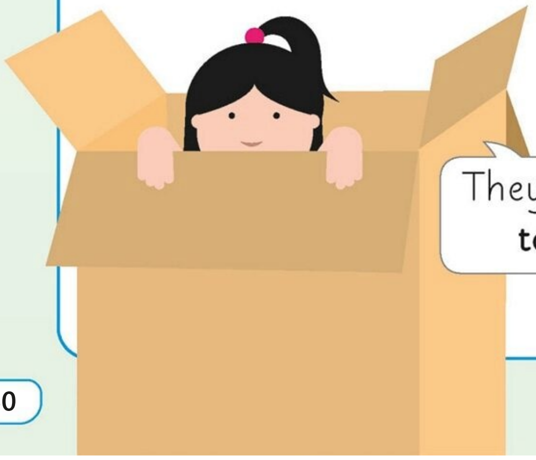
Further examples



It **is not going to snow** tomorrow.



He **isn't going to play** video games today.



They're **not going to find** me!

REMEMBER!
There are two ways to shorten **is not** and **are not**. Go to 2.4 to find out more.

20 “Going to” questions

See also:
Present simple questions **3**
“Going to” **18**

20.1 How to form: “Going to” questions

To ask questions using **going to**, put **am**, **is**, or **are** before the subject. **Going to** and the main verb stay in the same position.

They are going to be late.

Are they going to be late?

Put **are** before the subject, **they**.

When to use
To learn when to use sentences with **going to**, go to Unit 18.

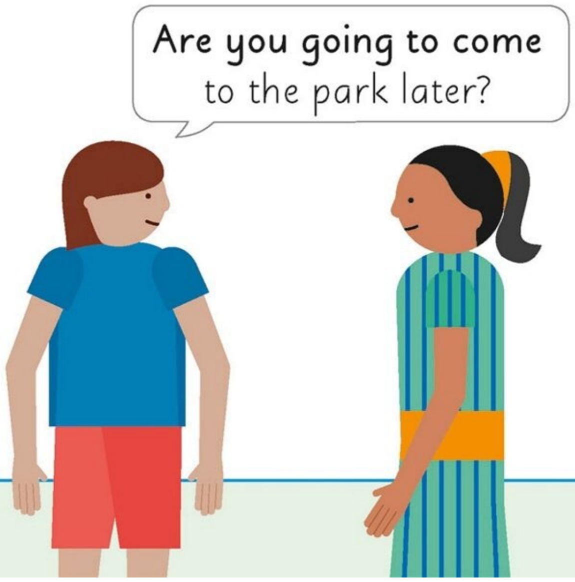
Further examples

Are you going to drink your juice?

Are we going to go to the beach today?

It’s very cloudy outside. **Is it going to rain** soon?

Is she going to sing a song?


Are you going to come to the park later?

21 "Will"

See also:
"Going to" **18**
Future tenses overview **25**

21.1 How to form: "Will"

To form sentences with **will**, use **will** followed by the main verb in its base form. **Will** stays the same for all subjects.

subject	will	base form	rest of sentence
I	will	see	you tomorrow.

Will stays the same for all subjects.

The main verb is in its base form.

21.2 Using "will"

There are four ways to use **will**.

When to use	
Use **will** to talk about a decision you've just made.	I will have a glass of milk.
Use **will** to make a promise.	I will call you when I get home.
Use **will** to make predictions that don't have any evidence in the present moment.	I think you will love this book. We often use **to think** when making a prediction without evidence.
Use **will** to offer to do something.	I will help you with those bags.

21.3 "Will": Short forms

We often shorten **will** to **'ll**.

I **will** ↓ I**'ll**

You **will** ↓ You**'ll**

He **will** ↓ He**'ll**

She **will** ↓ She**'ll**

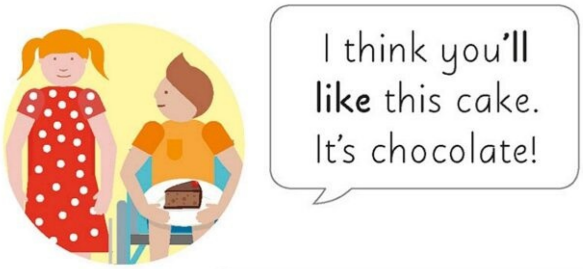
It **will** ↓ It**'ll**

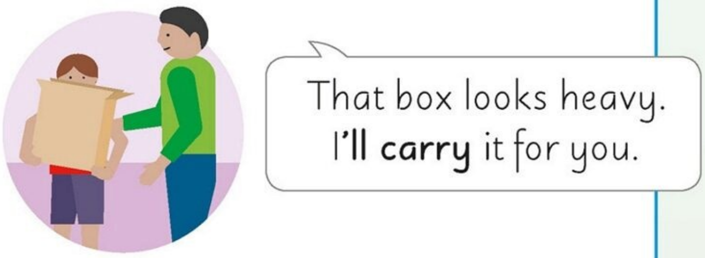
We **will** ↓ We**'ll**

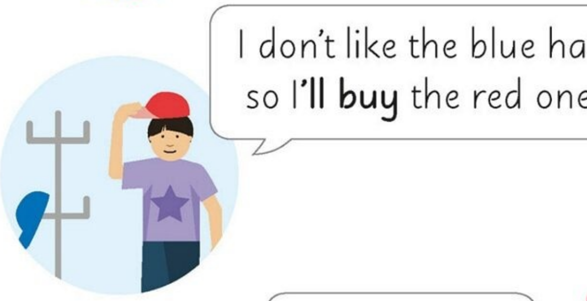
You **will** ↓ You**'ll**

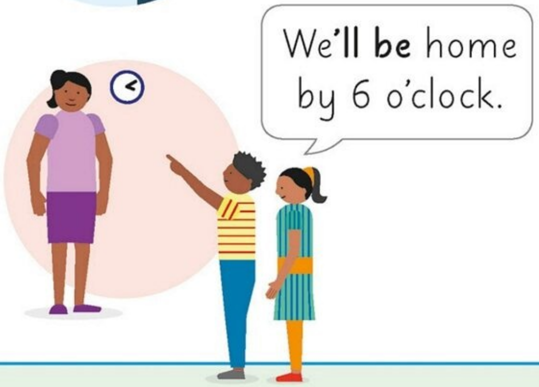
They **will** ↓ They**'ll**

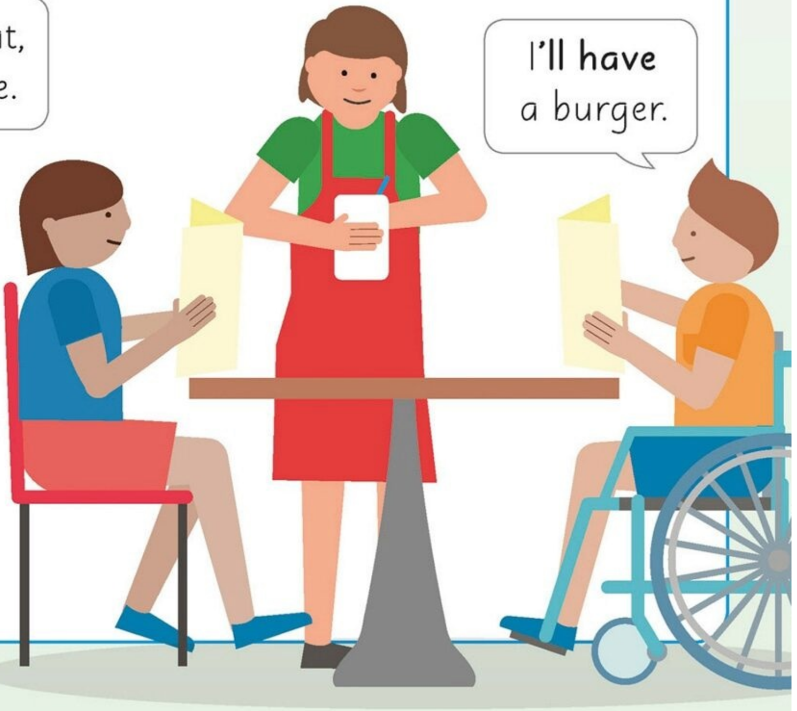
Further examples


I think you**'ll like** this cake. It's chocolate!


That box looks heavy. I**'ll carry** it for you.

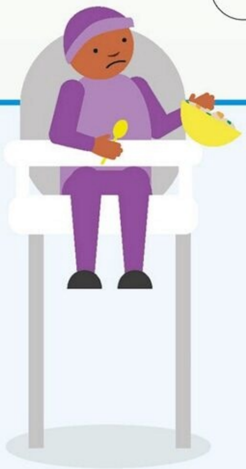

I don't like the blue hat, so I**'ll buy** the red one.


We**'ll be** home by 6 o'clock.


I**'ll have** a burger.

22 "Will" negatives

See also:
"Will" **21**
"Will" questions **23**



22.1 How to form: "Will" negatives

To form **will** negatives, put **not** after **will**.

Amir **will** eat his dinner.

↓

Amir **will not** eat his dinner.

Put **not** after **will**.

When to use

As well as the uses in Unit 21, use **will negatives** when someone or something refuses to do something.

22.2 "Will" negatives: "will not" short form

We often shorten **will not** to **won't**.
Won't stays the same for all subjects.

will not

↓

won't

Won't is short for **will not**.

Further examples

You **won't like** this comic book. It's boring!

I **won't be** late, I promise.

The dogs **will not come** inside.

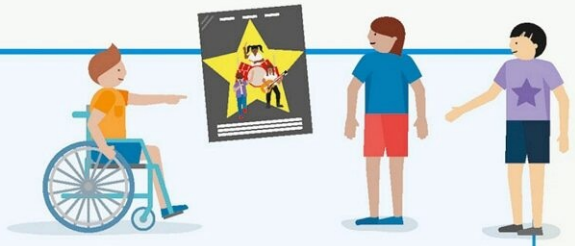
I **won't take** an umbrella with me.

23 "Will" questions

See also:
"Will" **21**
Forming questions **38**

23.1 How to form: "Will" questions

To form questions with **will**, put **will** before the subject.



You will be at the concert tomorrow.

Will you be at the concert tomorrow?

Put **will** before the subject, **you**.

When to use

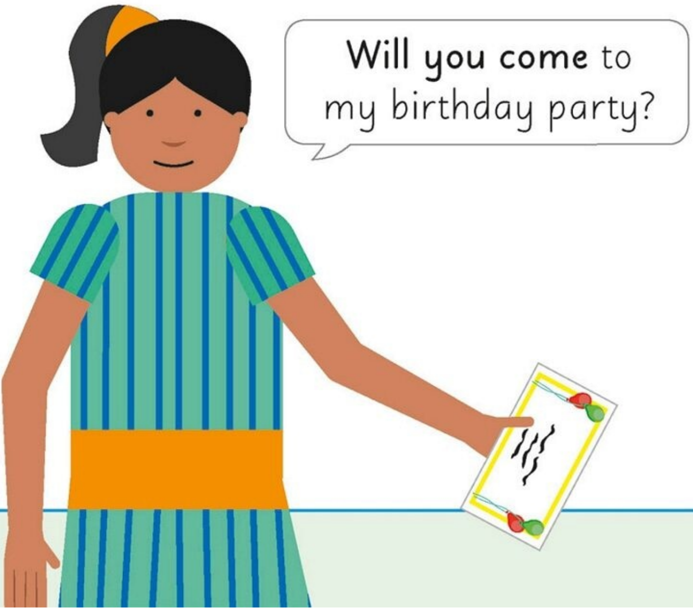
Use **will questions** to ask about the future or to ask someone to do something.

Further examples

Will you call me tomorrow?

Will it be a nice day tomorrow?

Will our team win the game?



Will you come to my birthday party?

Will you take a picture of us, please?

24 Present for future events

06:00
88:88
88:88
88:88
88:88

24.1 How to form: Present simple for future events

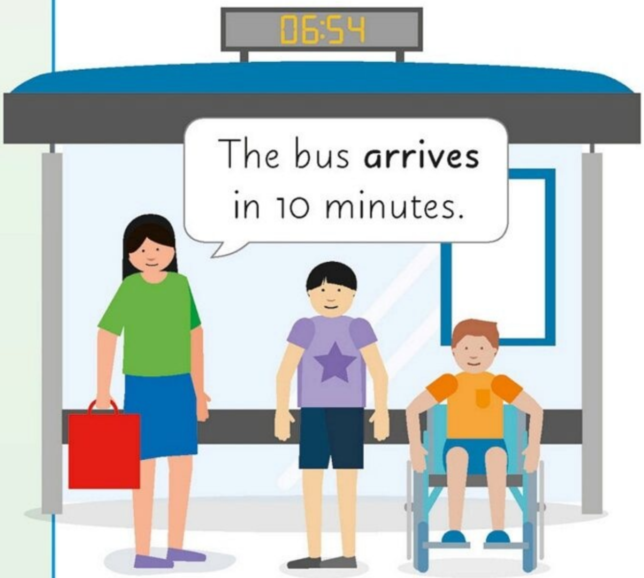
subject	verb	time marker
The train	leaves	at 6 o'clock.

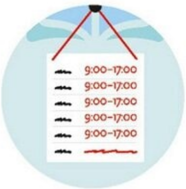
This verb is in the present simple, but the event is in the future.

A time marker often lets you know that the event is in the future.

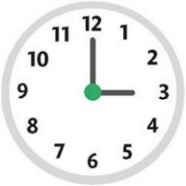
When to use
Use the **present simple** to talk about events that are scheduled to happen in the future.

Further examples

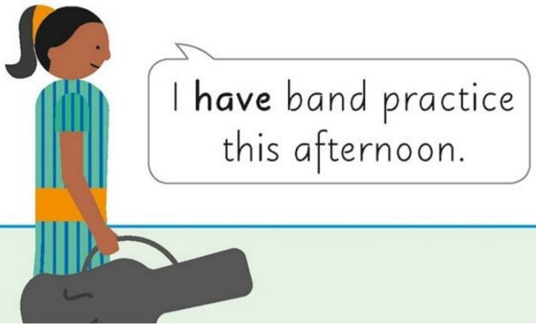

06:54
The bus **arrives** in 10 minutes.


9:00–17:00
9:00–17:00
9:00–17:00
9:00–17:00
9:00–17:00

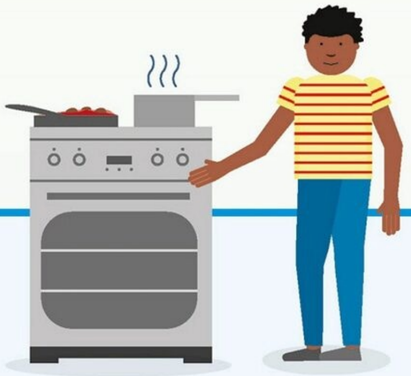
The shop **opens** at 9 o'clock.



The film **starts** at 3 o'clock.


I **have** band practice this afternoon.

See also:
"Going to" **18**
"Will" **21**



24.2 How to form: Present continuous for future events

subject	am/is/are	present participle	rest of sentence
I	am	having	pasta for dinner later.

Use **am**, **is**, or **are** depending on the subject.

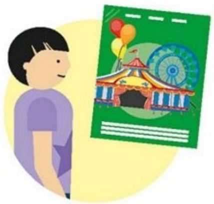
Use the main verb's present participle form.

A time marker often lets you know that the event is in the future.

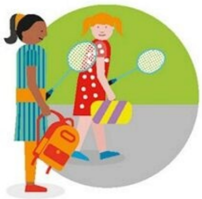
When to use

Use the **present continuous** to talk about future events that are already planned.

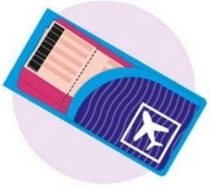
Further examples



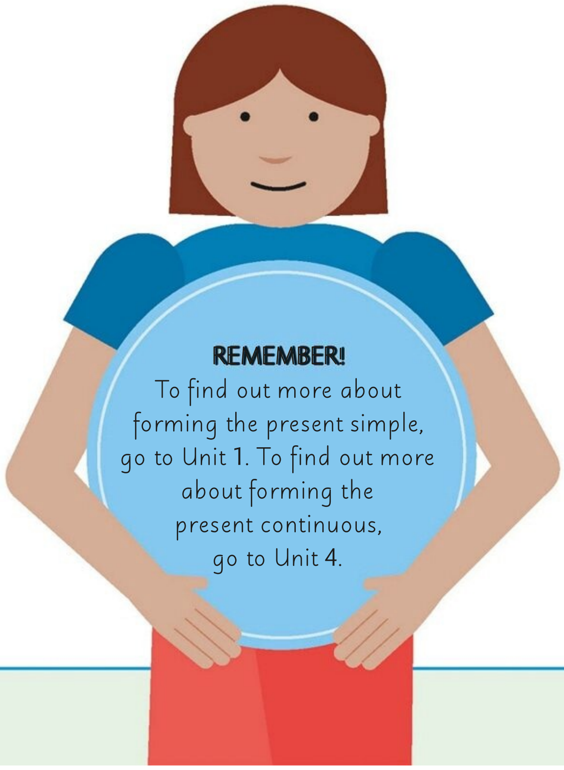
I'**m going** to the fair tomorrow.



They'**re playing** badminton after school.



We'**re flying** to Mexico next week.



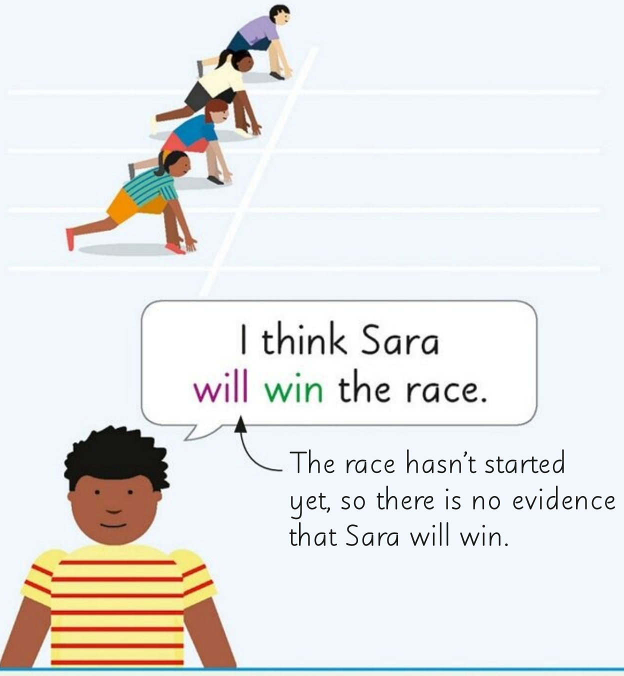
REMEMBER!
To find out more about forming the present simple, go to Unit 1. To find out more about forming the present continuous, go to Unit 4.

25 Future tenses overview

We use both **going to** and **will** to make predictions about the future and to talk about decisions we've made, but we use them in different situations. We also use the present tenses to talk about future events.

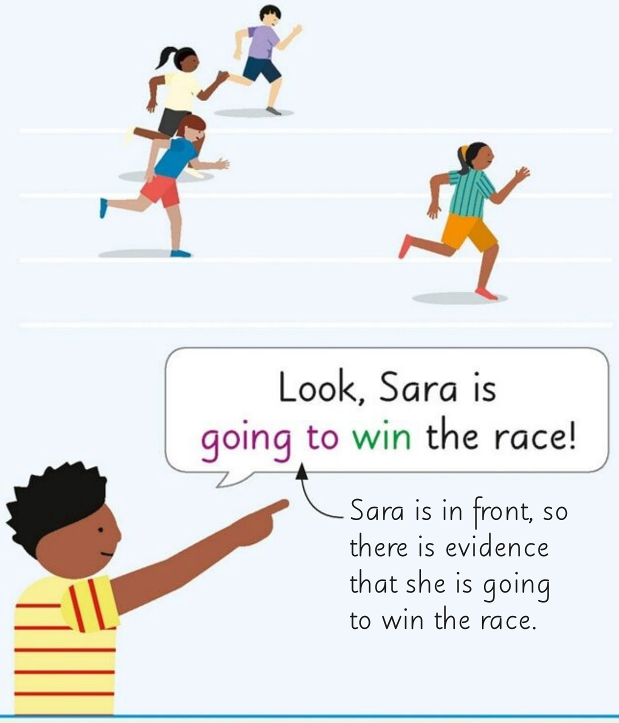
25.1 Using "going to" and "will" to make predictions

Use **will** to make predictions about the future when there isn't any evidence in the present moment.


I think Sara will win the race.

The race hasn't started yet, so there is no evidence that Sara will win.

Use **going to** to make predictions about the future based on evidence in the present moment.

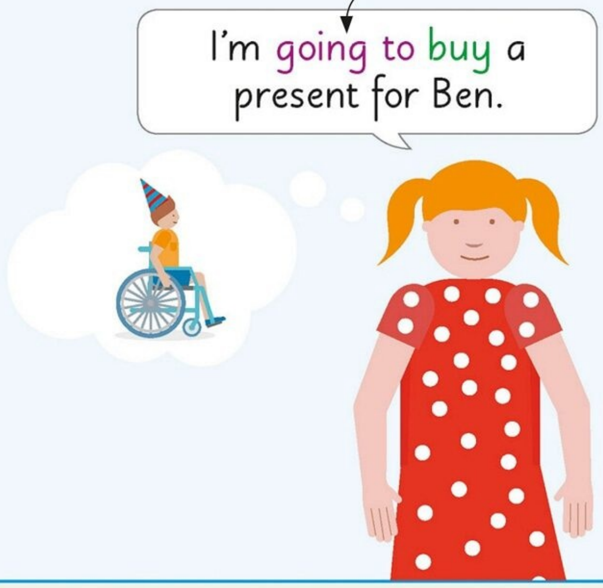

Look, Sara is going to win the race!

Sara is in front, so there is evidence that she is going to win the race.

REMEMBER!
We also use **will** to make promises and to offer to do something for someone. Go to Unit 21 to find out more.

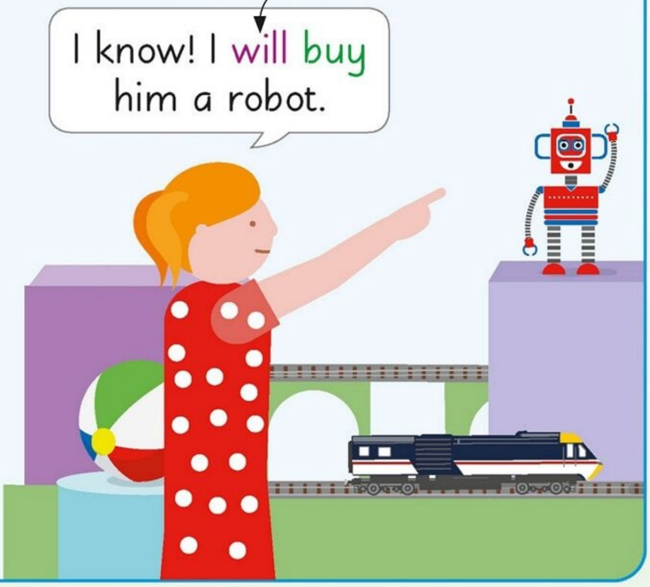
25.2 Using “going to” and “will” for decisions

Use **going to** to talk about a decision that you have already made before the present moment.


I’m going to buy a present for Ben.

This decision has been made in advance.

Use **will** to talk about a decision you have just made.


I know! I will buy him a robot.

This decision was made quickly at the time of speaking.

25.3 Using the present for future events

To find out how to form the **present simple**, go to Unit 1. To form the **present continuous**, use **am**, **is**, or **are** followed by a present participle. Go to Unit 4 to find out more.

The museum closes at 8 o’clock today.

We’re having a party tonight.

When to use

Use the **present simple** to talk about events that are scheduled to happen in the future.

Use the **present continuous** to talk about future events that are already planned.

26 Imperatives

26.1 How to form: Imperatives

To form imperatives, use the base form of the verb. There is no difference between singular and plural forms. There are no polite or familiar forms.

base form

Listen!

We often put an exclamation mark after an imperative.

To make imperatives, use the base form of the verb.

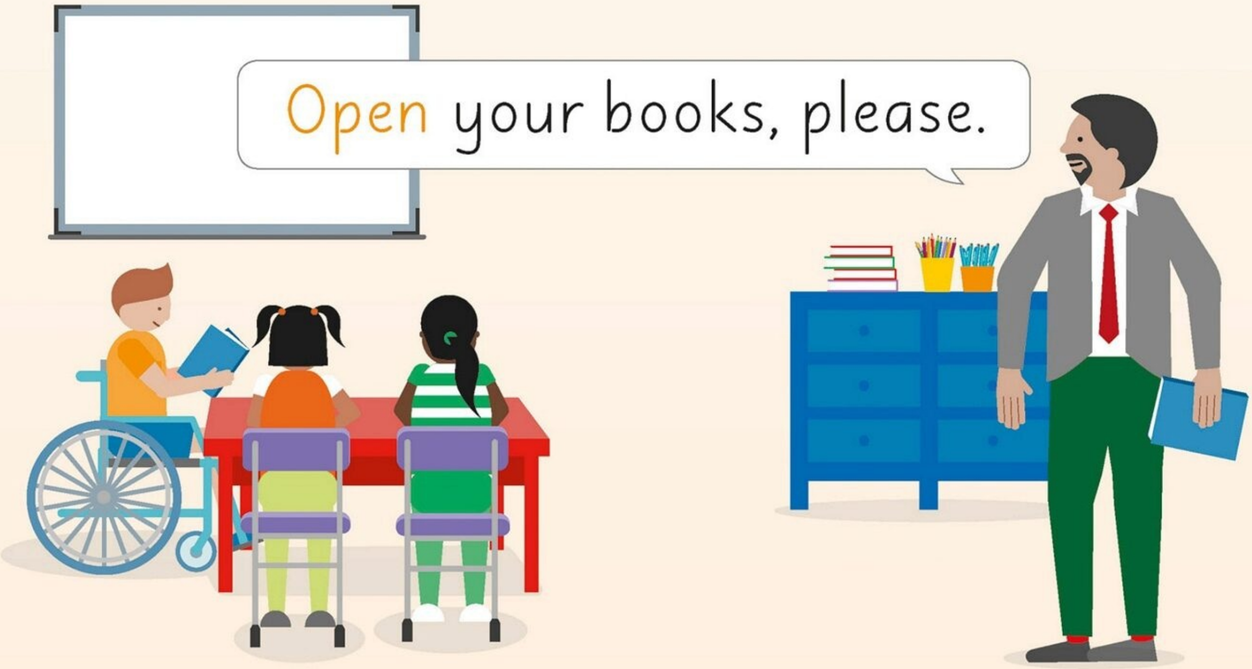
base form	rest of sentence
Open	your books, please.

An object can come after the imperative.

Add **please** to make imperatives more polite.

When to use

Use **imperatives** to tell someone to do something.


Open your books, please.

See also:
Infinitives and base forms **42**

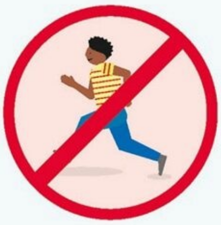
26.2 How to form: Negative imperatives

To form negative imperatives, add **do not** or **don't** before the base form of the imperative verb.

Don't	base form
Don't	run!

To tell someone not to do something, add **don't** before the base form.

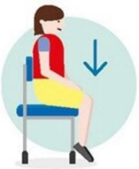
Don't	base form + please
Don't	run, please.



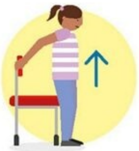
When to use

Use **negative imperatives** to tell someone not to do something or to stop doing something.

Further examples



Sit down, please.



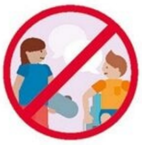
Stand up.

Stop!

Help!

Be careful!

Don't touch that! It's hot.

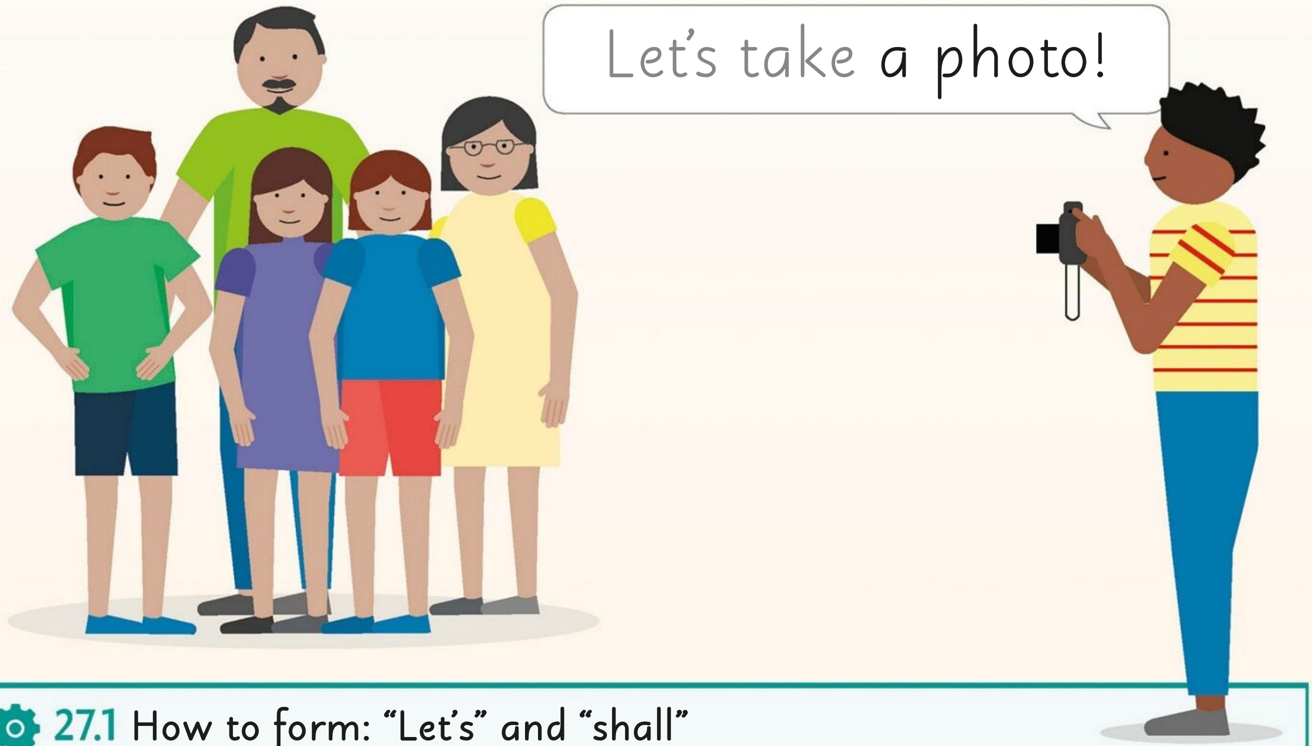


Don't talk, please.

Don't worry, it's OK.

27 “Let’s” and “shall”

See also:
Infinitives and base forms **42**


Let’s take a photo!

27.1 How to form: “Let’s” and “shall”

Use **let’s** followed by a base form.

Let’s	base form	rest of sentence
Let’s	take	a photo!

Let’s is always in this shortened form.

Sentences with **let’s** sometimes end with an exclamation mark.

Use **shall** followed by **I** or **we** and then a base form.

Shall we take a photo?

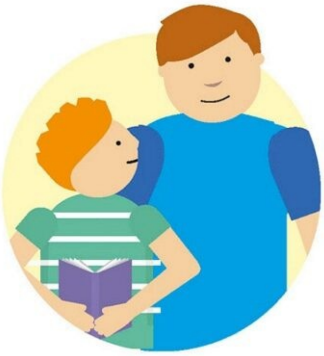
Use **shall** followed by **we** to make suggestions.

Shall I help you wash the dishes?

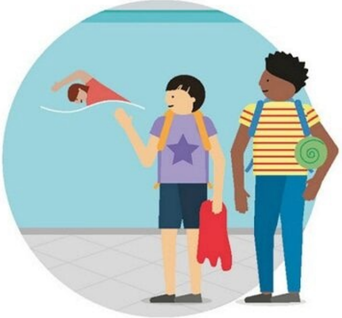
Use **shall** followed by **I** or **we** to offer to do something.

When to use
Use **let’s** to make a suggestion for an activity that includes the speaker. Use questions with **shall** to make suggestions and offers.

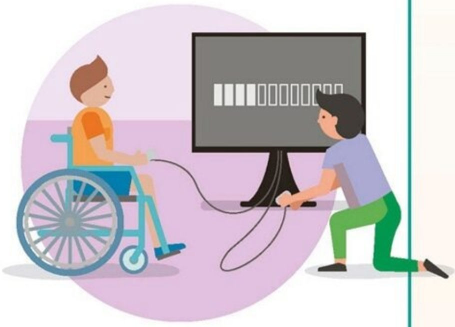
Further examples



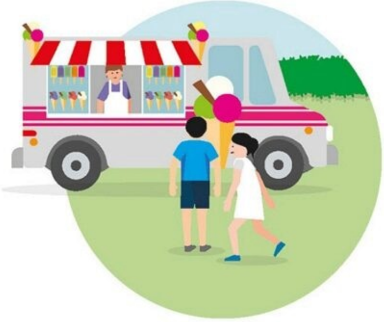
Let's read a book!



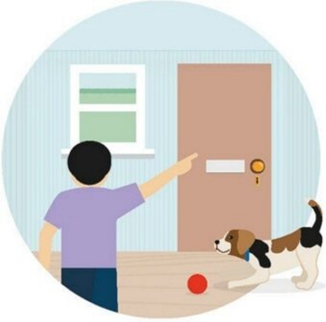
Shall we go
swimming?



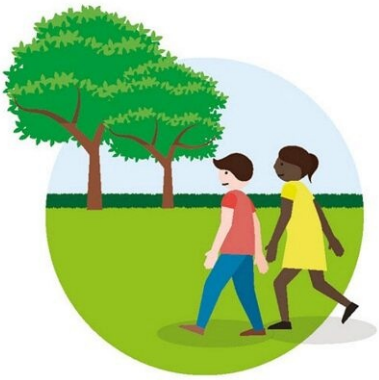
Let's play
video games.



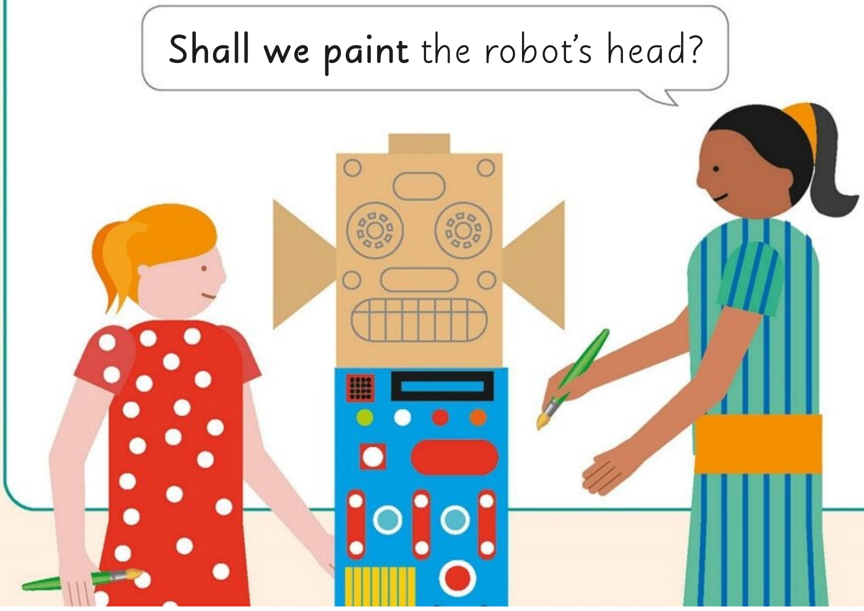
Shall I buy you
an ice cream?

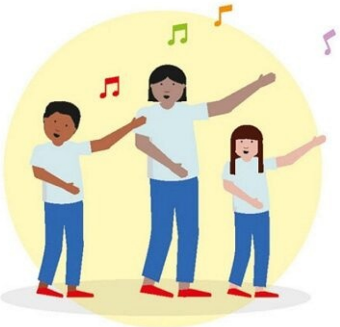


Let's play
in the garden.



Let's go to
the park!


Shall we paint the robot's head?



Let's sing and **dance**!

28 Modal verbs

See also:
Short answers **39**
Tag questions **41**

28.1 How to form: Modal verbs

Modal verbs behave differently to normal verbs. They don't change their form depending on the subject. They are usually followed by a main verb in its base form.

subject	modal verb	base form	rest of sentence
I You He She It We You They	can	catch	a ball.

The modal verb stays the same for all subjects. Do not add an **s** for **he**, **she**, or **it**.

The main verb is in its base form.

28.2 How to form: Negatives with modal verbs

To make a modal verb negative, put **not** after it.

You should wear a coat.

You should not wear a coat.

Put **not** after the modal verb.

Using modal verbs

Modal verbs are special verbs in English. We use them to talk about a range of things such as possibility and obligation.

Ability	**can** **could**	I **can** dance really well. Maria **could** write her name when she was four.
Requests	**can**	**Can** I have an orange, please?
Permission	**can**	**Can** we sit here?
Advice	**should**	It's very sunny. You **should** wear a hat.
Suggestions	**could**	You **could** draw a picture of a flower.
Possibility	**might** **may** **could**	We **might** go to the zoo today. I **may** be late to the party. Don't go outside. You **could** get wet.
Obligations	**must**	I **must** remember to do my homework.

28.3 How to form: Questions with modal verbs

To make questions with modal verbs, put the modal verb before the subject.

You can play baseball.

Can you play baseball?

Put the modal verb before the subject.

29 “Can” for ability

29.1 How to form: “Can” for present ability

Can is a modal verb. Use **can** followed by the main verb in its base form. **Can** stays the same for all subjects. Do not add an **s** for **he**, **she**, or **it**.

subject	can	base form	rest of sentence
I	can	play	the piano.

Use the base form of the main verb.

When to use
Use **can** to talk about things someone or something is able to do.

29.2 How to form: Negatives with “can”

To form the negative of **can**, add **not** to the end of **can** to form **cannot**. We often shorten **cannot** to **can’t**. **Cannot** and **can’t** stay the same for all subjects.

I can play the piano.

I cannot play the piano.

Cannot is one word. We often shorten it to **can’t**.

When to use
Use **cannot** or **can’t** to talk about things someone or something is not able to do.

29.3 How to form: Questions with “can”

To ask questions with **can**, put **can** before the subject.

You can play the piano.

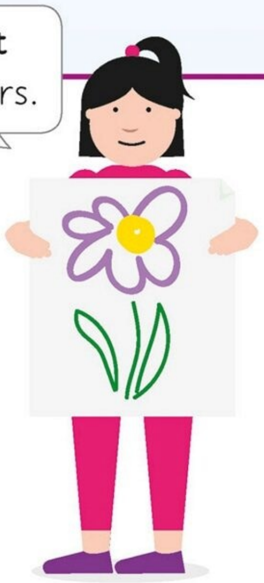
Can you play the piano?

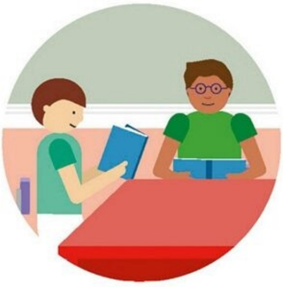
Can goes before the subject.

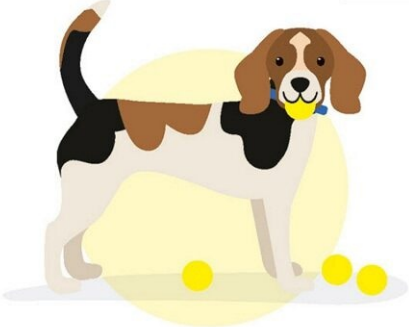
When to use
Use questions with **can** to ask if someone or something is able to do something.

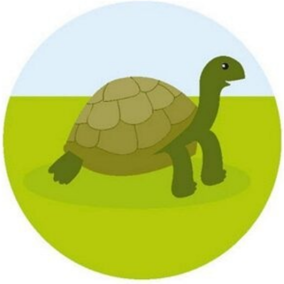
See also:
"Can" for requests and permission **30**
"Could" for suggestions **33**

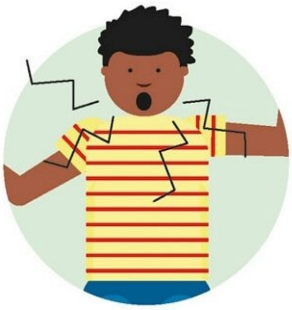
Further examples

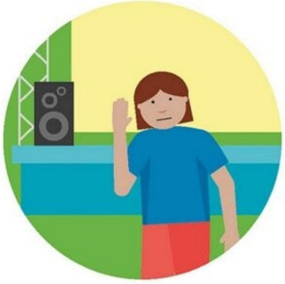

I **can paint** pretty flowers.

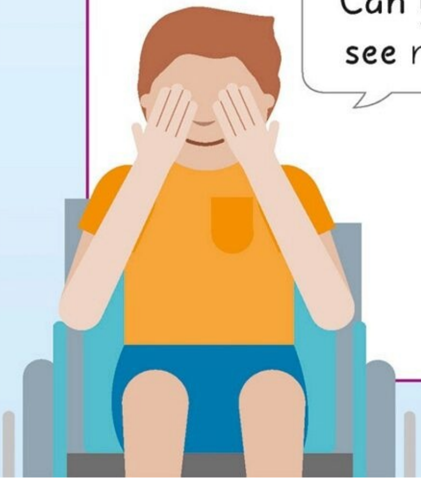

They **can read**.

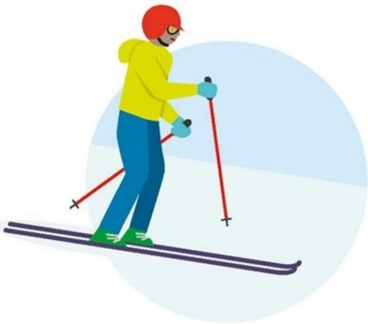

It **can catch** a ball.

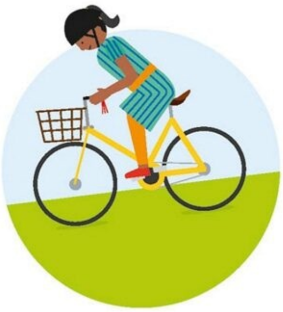

The tortoise **cannot walk** fast.


He **can't sing** very well.


She **can't hear** the music.

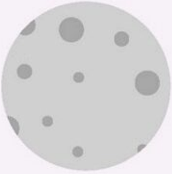

Can you **see** me?


Can he **ski**?


Can she **ride** a bike?

29.4 How to form: "Could" for past ability

Could is the past form of **can**. Use **could** followed by the main verb in its base form. **Could** stays the same for all subjects. Do not add an **s** for **he**, **she**, or **it**.



subject	could	base form	rest of sentence
We	could	see	the moon last night.

Could stays the same for all subjects.

When to use
Use **could** to talk about things someone or something was able to do in the past.

29.5 How to form: Negatives with "could"

To form negatives with **could**, put **not** after **could**. We often shorten **could not** to **couldn't**.

We could see the moon last night.

We could not see the moon last night.

Put **not** after **could**.

We often shorten **could not** to **couldn't**.

When to use
Use **could not** or **couldn't** to talk about things someone or something was unable to do in the past.

29.6 How to form: Questions with "could"

To ask questions with **could**, put **could** before the subject.

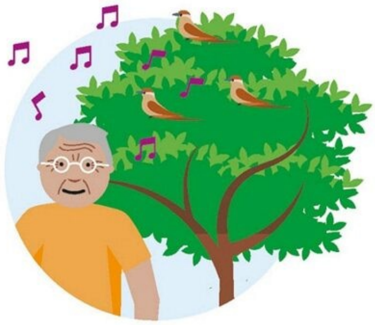
You could see the moon last night.

Could you see the moon last night?

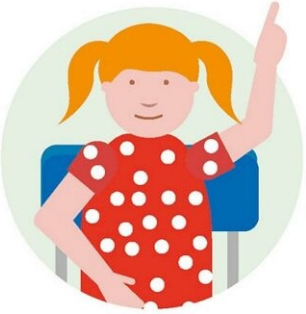
Put **could** before the subject.

When to use
Use questions with **could** to ask if someone or something was able to do something in the past.

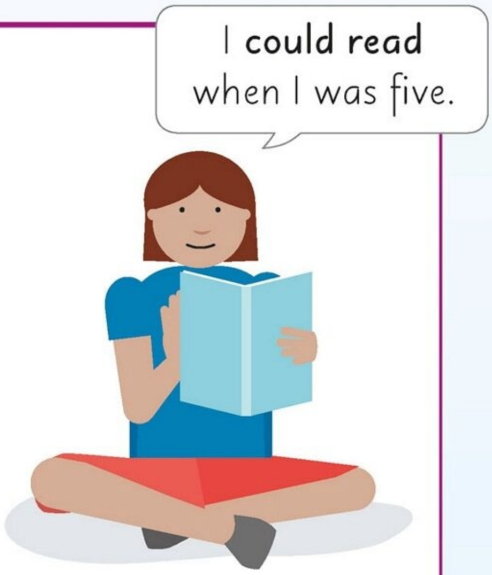
Further examples

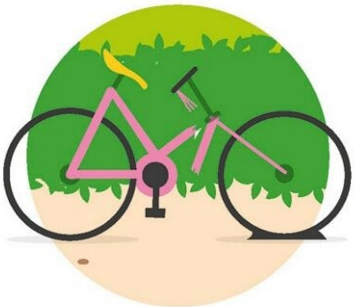


He **could hear** the birds singing.

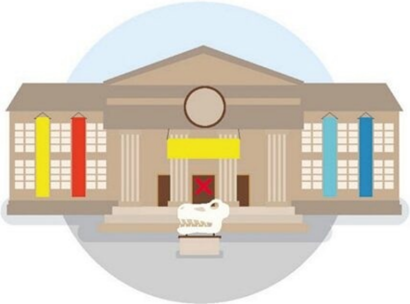


Maria **could understand** all the teacher's questions.

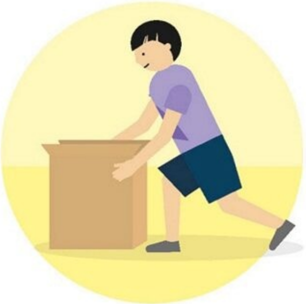

I **could read** when I was five.



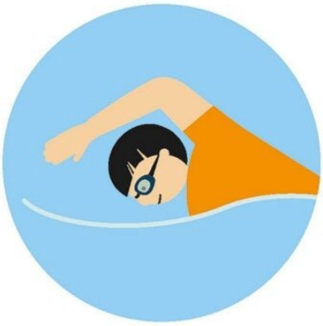
I **couldn't ride** my bike last week. It was broken.



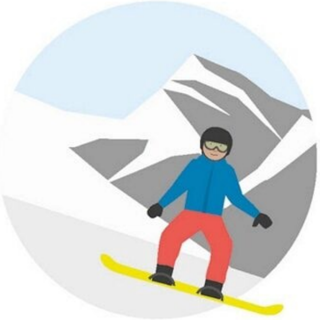
We **couldn't visit** the museum yesterday because it was closed.



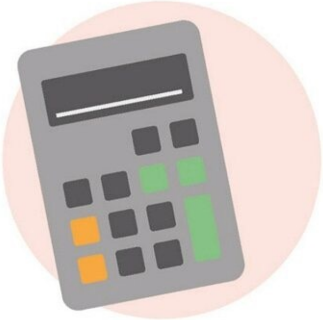
Andy **couldn't lift** the box because it was too heavy.



Could you swim when you were four?



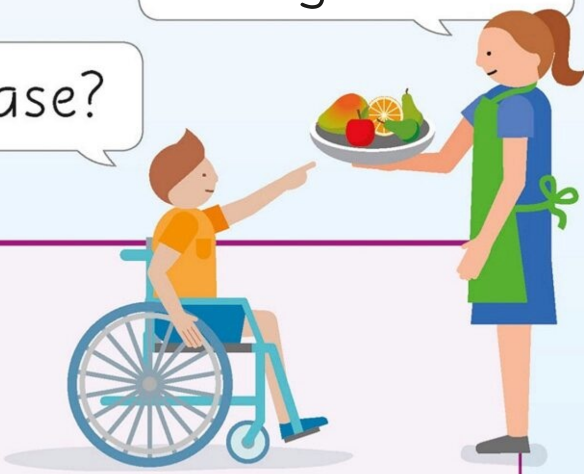
Could Dad snowboard when he was a child?



Could you answer all the questions on the maths test?

30 “Can” for requests and permission

See also:
Modal verbs **28**
“Can” for ability **29**


Can I have an apple, please?
Yes, you can.

30.1 How to form: “Can” for requests and permission

Can is a modal verb. **Can** stays the same for all subjects. To ask questions with **can**, put **can** before the subject.

Can	subject	base form	rest of sentence
Can	I we	have	an apple, please?

We mostly use **I** or **we** to make a request or to ask for permission.

30.2 Using “can” for requests and permission

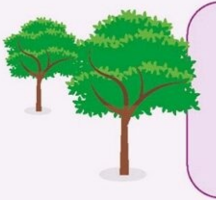
Can I have a pear, please?

Can stays the same for all subjects.

When to use
Use **can** to ask for something.

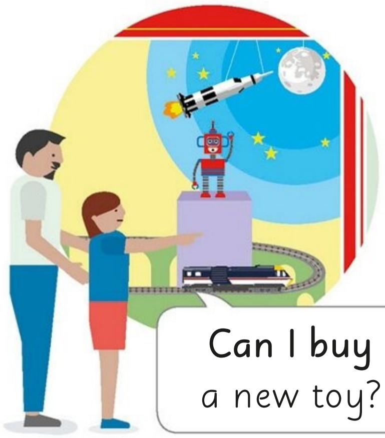
Can we play outside?

Can is followed by the main verb in its base form.

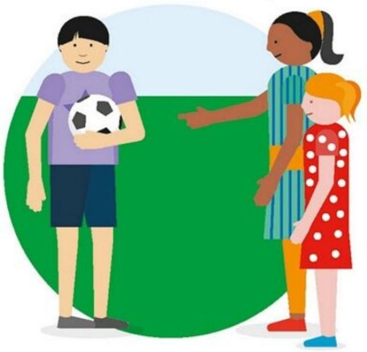


Use **can** to ask for permission to do something.

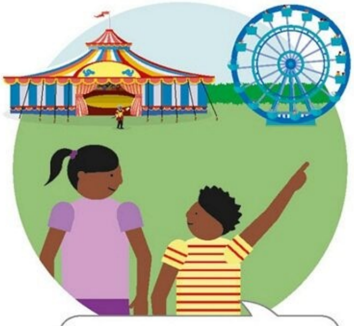
Further examples



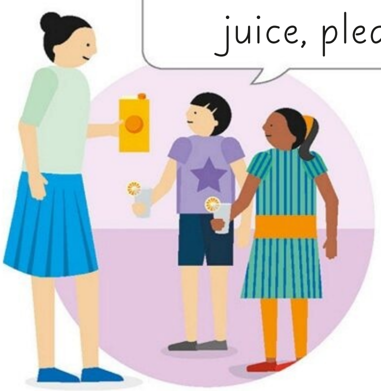
Can I buy a new toy?



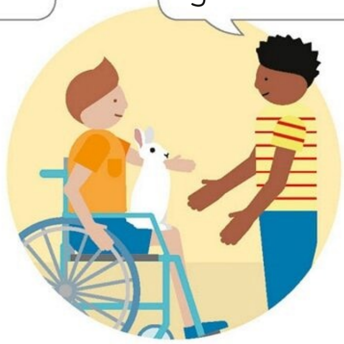
Can we play football?



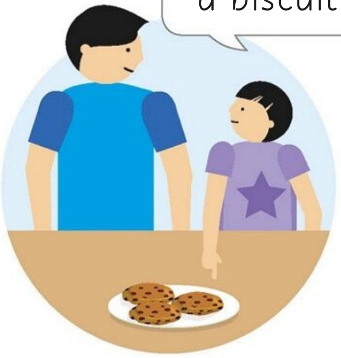
Can we go to the fair?



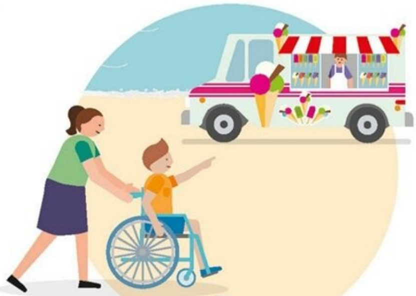
Can we have some juice, please?



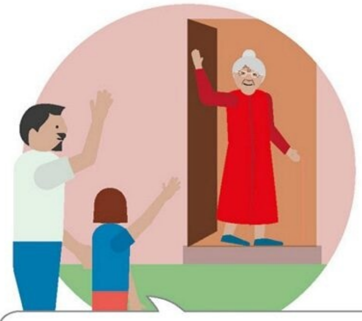
Can I hold your rabbit?



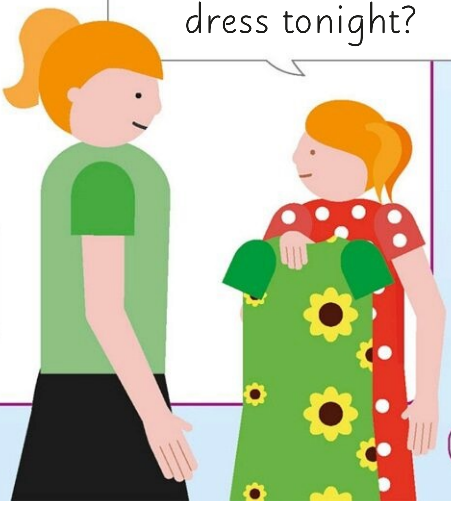
Can I eat a biscuit?



Can I have an ice cream?



Can we visit Grandma again soon?



Can I wear my new dress tonight?

31 “Must”, “have to”, and “have got to”

See also:
Present simple **01**
Modal verbs **28**

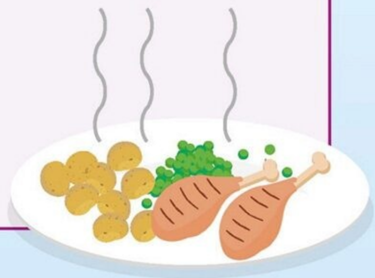
I must go now, my dinner is ready.

31.1 How to form: “Must”, “have to”, and “have got to”

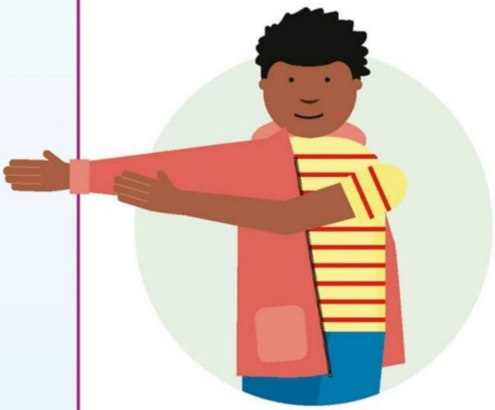
Must is a modal verb. Use **must** followed by a base form. **Must** stays the same for all subjects. **Have to** becomes **has to** and **have got to** becomes **has got to** for **he**, **she**, and **it**.

subject	must/have to/have got to	base form
I You	must have to have got to	go.
He She It	must has to has got to	go.
We You They	must have to have got to	go.

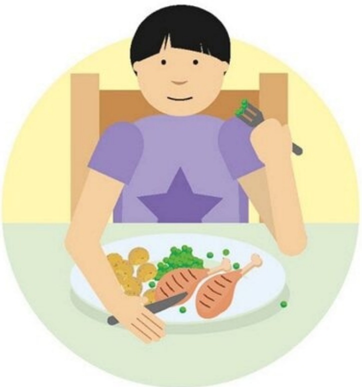
When to use
Use **must**, **have to**, or **have got to** to talk about things someone needs to do.



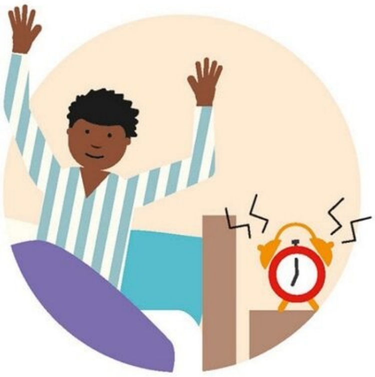
Further examples



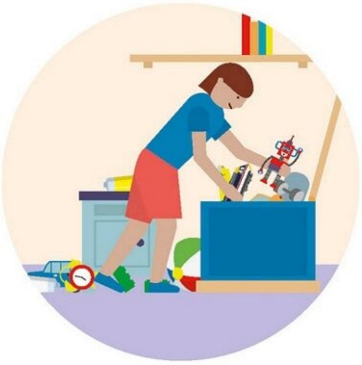
I **must wear** a coat
because it's raining.



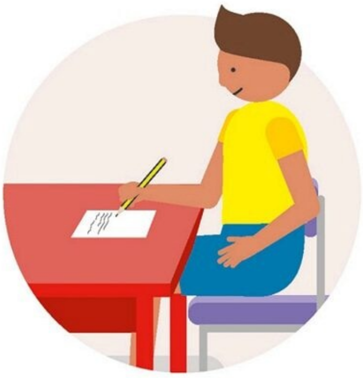
Andy **has to eat** all
his vegetables.



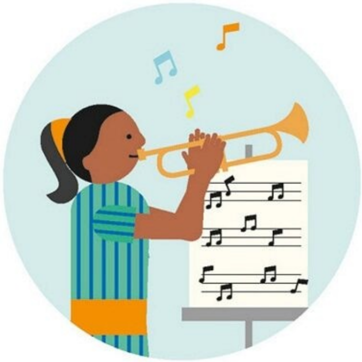
I **have to get up**
for school now.



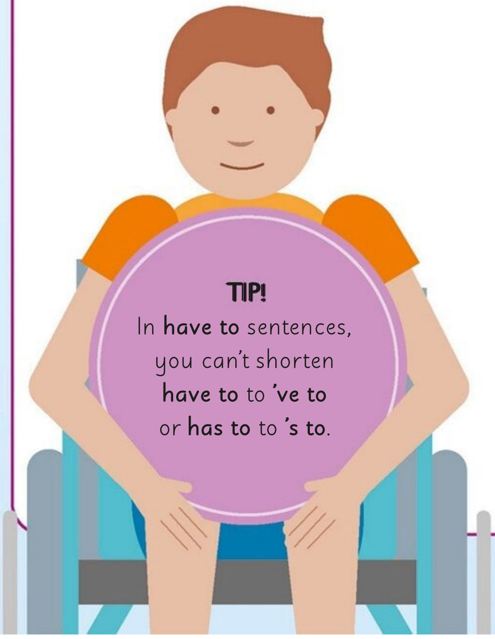
Sofia **has got to**
tidy her room.



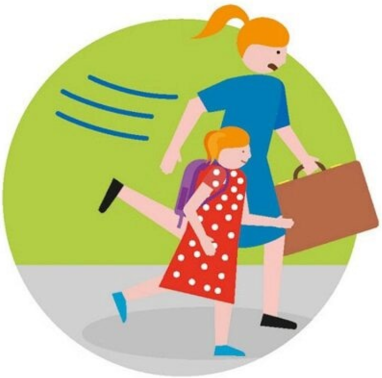
He **must finish** his
letter before dinner.



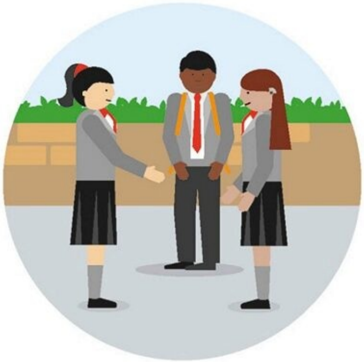
She**'s got to practise**
her trumpet.



TIP!
In **have to** sentences,
you can't shorten
have to to **'ve to**
or **has to** to **'s to**.



We **must run**
to catch the bus.



They **have to wear**
a uniform to school.

31.2 How to form: Negatives with "must"

To form negatives with **must**, put **not** after **must**.
We sometimes shorten **must not** to **mustn't**.

You must be careful in science class.

You must not touch the fire.

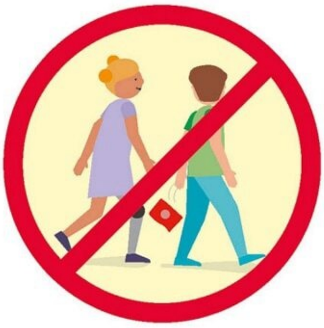
Put **not** after **must**.

When to use

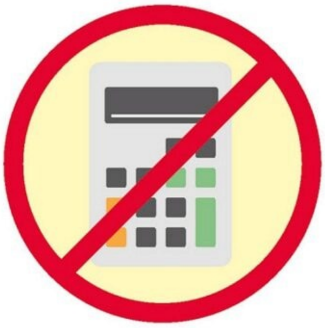
Use **must not** or **mustn't** when you are not allowed to do something.

TIP!
The negative forms of **must** and **have to/have got to** do not mean the same thing.

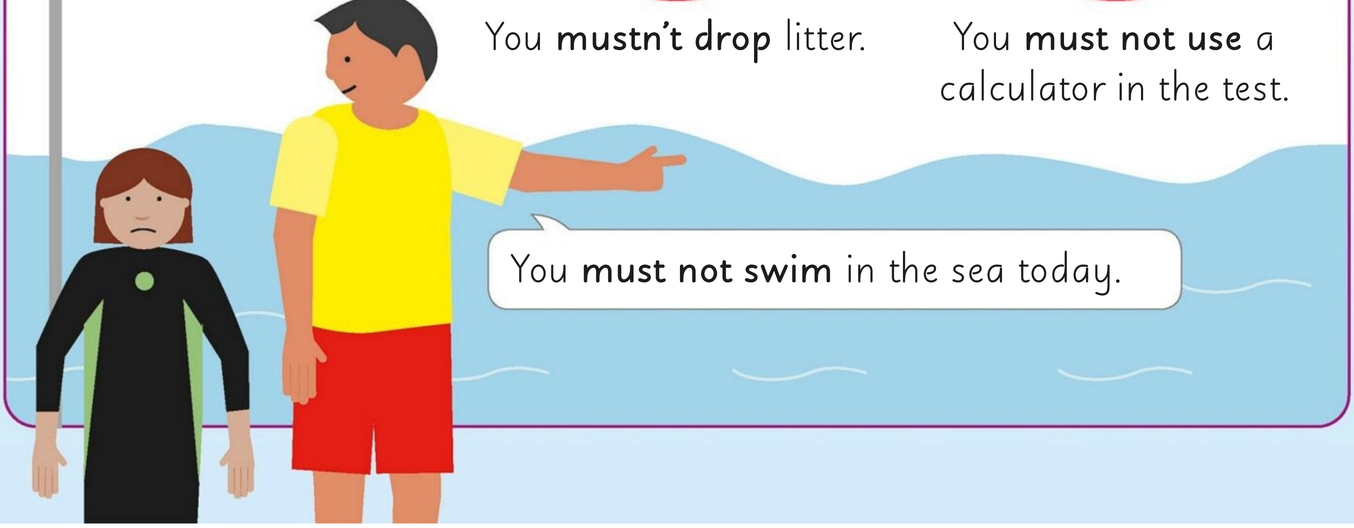
Further examples



You **mustn't drop** litter.



You **must not use** a calculator in the test.


You **must not swim** in the sea today.

31.3 How to form: Negatives with "have to" and "have got to"

To form negatives with **have to**, put **do not** or **does not** before **have** or **has**, but change **has** to its base form, **have**. We often shorten **do not** to **don't** and **does not** to **doesn't**.

She has to go to school on Mondays.

She does not have to go to school at the weekend.

Put **do not** or **does not** before **have** or **has**.

To have is in its base form.

To form negatives with **have got to**, put **not** after **have** or **has**. We often shorten **have not** to **haven't** and **has not** to **hasn't**.

She has got to walk to school today.

She has not got to walk to school today.

Put **not** after **have** or **has**.

When to use

Use **do not have to** or **have not got to** when you don't need to do something or when you're allowed to do something, but it isn't necessary.

Further examples

Sofia **doesn't have to leave** the party yet.

You **haven't got to go** to bed yet.

We **don't have to sing** in the concert. We could play our guitars!

31.4 How to form: Questions with "have to" and "have got to"

We don't usually ask questions using **must**. To ask questions with **have to**, put **do** or **does** before the subject, and change **has** to its base form, **have**.

He has to go to bed.

Does he have to go to bed?

Use **do** for **I**, **you**, **we**, **you**, or **they**.
Use **does** for **he**, **she**, or **it**.

When to use

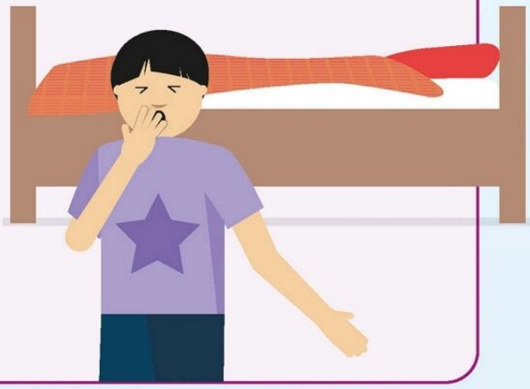
Use questions with **have to** or **have got to** to ask about things someone needs to do.

To ask questions with **have got to**, put **have** or **has** before the subject.

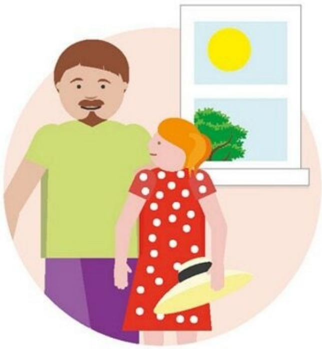
He has got to go to bed.

Has he got to go to bed?

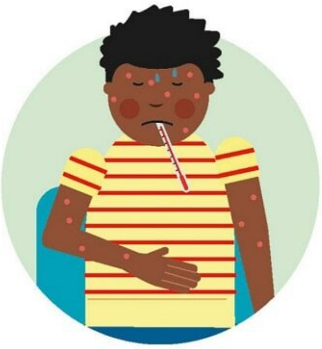
Put **has** before the subject, **he**.



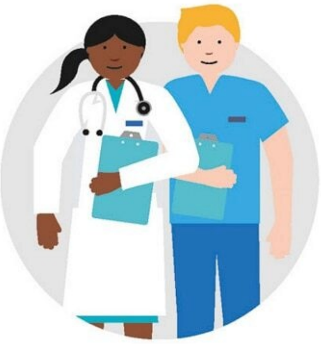
Further examples



Do I have to take a hat with me?



Does he have to stay at home today?



Do they have to wear a uniform to work?

31.5 How to form: Past form of "have to"

There is no past form of **must** or **have got to**. **Had to** is the past form of **have to**. Use **had to** followed by a base form. **Had to** stays the same for all subjects. Do not add an **s** for **he**, **she**, or **it**.

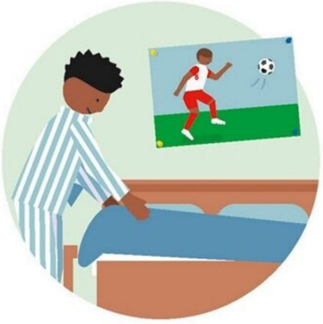
When to use

Use **had to** to talk about things someone needed to do in the past.

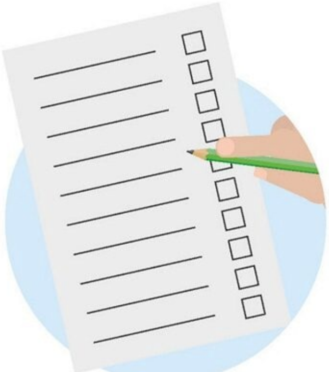
subject	had to	base form	rest of sentence
I	had to	clean	my boots after football.

Had to stays the same for all subjects.

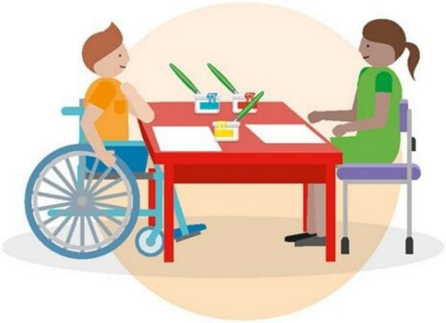
Further examples



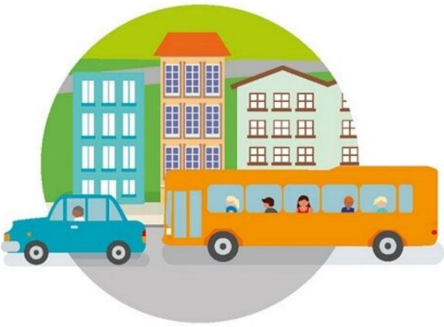
I **had to get up** early yesterday.



He **had to answer** ten questions on the test.

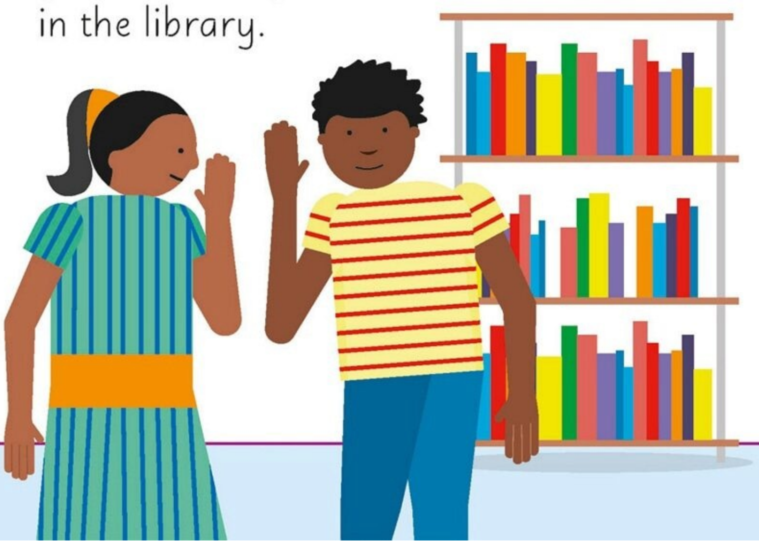


They **had to paint** a picture today.



We **had to catch** a bus into town because my bike was broken.

They **had to whisper** in the library.



32 “Might” “may” and “could” for possibility

See also:
Modal verbs **28**
“Can” for ability **29**

We might go to the fair today, but we’re not sure.

32.1 How to form: “Might” and “may” for possibility

Might and **may** are modal verbs. Use **might** or **may** followed by a base form. **Might** and **may** stay the same for all subjects. Do not add an **s** for **he**, **she**, or **it**.

subject	might/may	base form	rest of sentence
We	might may	go	to the fair today.

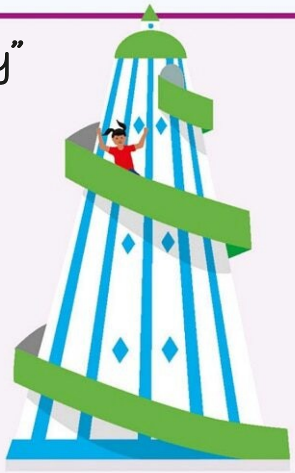
Might and **may** mean the same thing.

When to use

Use **might** or **may** to talk about something that is possibly happening or going to happen, or something that is uncertain.

32.2 How to form: Negatives with "might" and "may"

To form negatives with **might** or **may**,
put **not** after **might** or **may**.

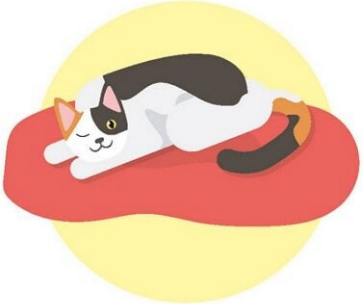


We might go to the fair today.

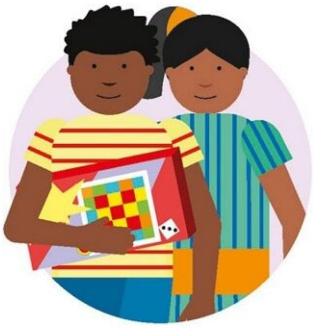
We might not go to the fair today.

Put **not** after **might** or **may**.

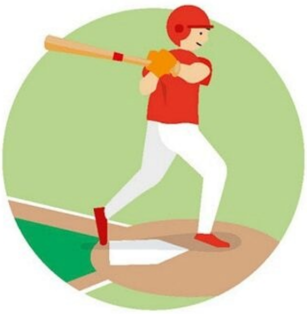
Further examples



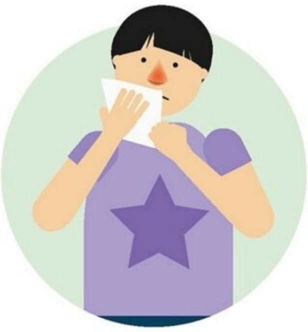
The cat **may be** asleep.



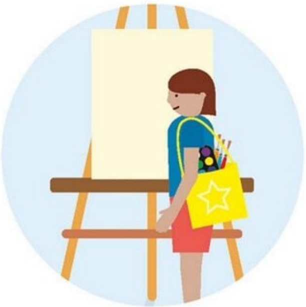
They **might play** a board game later.



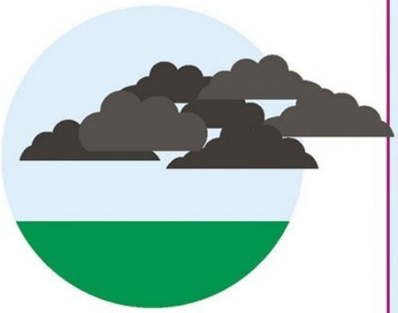
He **might not hit** the ball.



Andy **may not go** to school today because he is ill.



She **might paint** a picture of a house.



Look at those clouds. It **might rain**.

32.3 How to form: “Could” for possibility

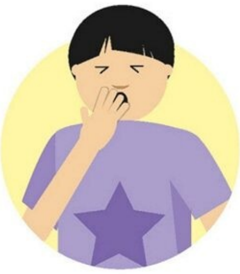
Could is a modal verb. Use **could** followed by a base form. **Could** stays the same for all subjects. Do not add an **s** for **he**, **she**, or **it**.

subject	could	base form	rest of sentence
It	could	snow	today. It’s very cold.

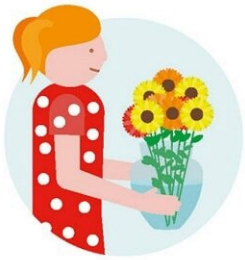
Could stays the same for all subjects.

When to use
Use **could** to talk about things that have a chance of happening or being true. Its negative form can’t be used in this context.

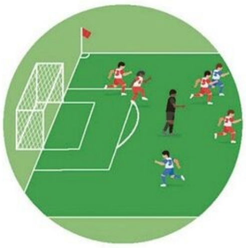
Further examples



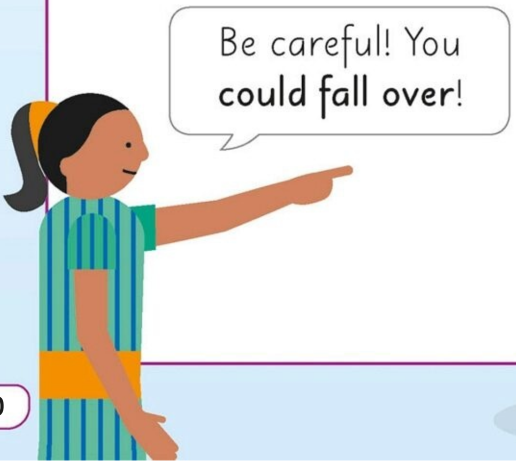
Andy is very tired. He **could fall** asleep.

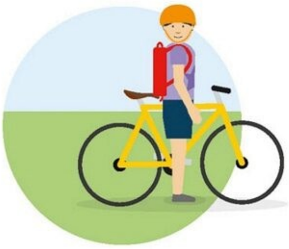


Don’t drop that! It **could break**.



They’re playing really well. They **could win** the game!


Be careful! You could fall over!

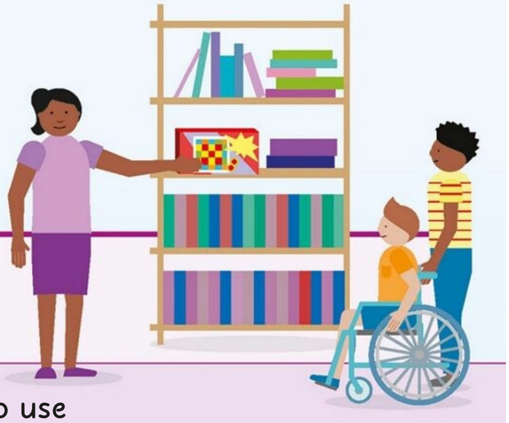


Cycling without a helmet **could be** dangerous.

33 “Couldfor suggestions

See also:
Modal verbs **28**
“Can” for ability **29**

You could play a game.



33.1 How to form: “Could” for suggestions

Could is a modal verb. Use **could** followed by a base form. **Could** stays the same for all subjects. Do not add an **s** for **he**, **she**, or **it**.

When to use
Use **could** to make a suggestion. You can say **or** to give someone more than one option.

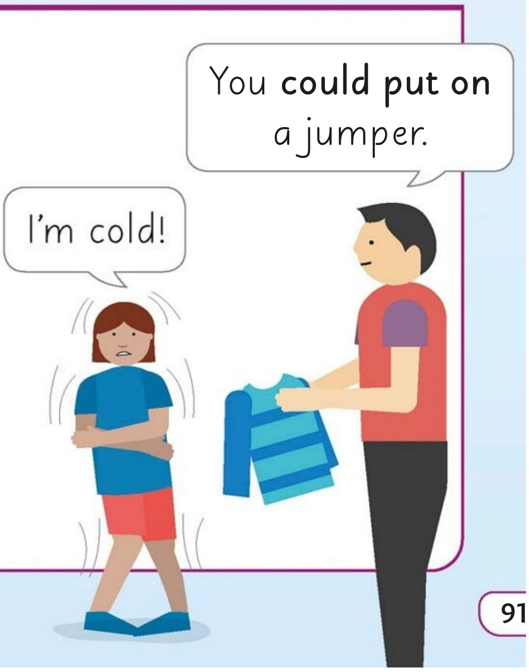
subject	could	base form	rest of sentence
You	could	play	a game.

Could stays the same for all subjects.

Further examples

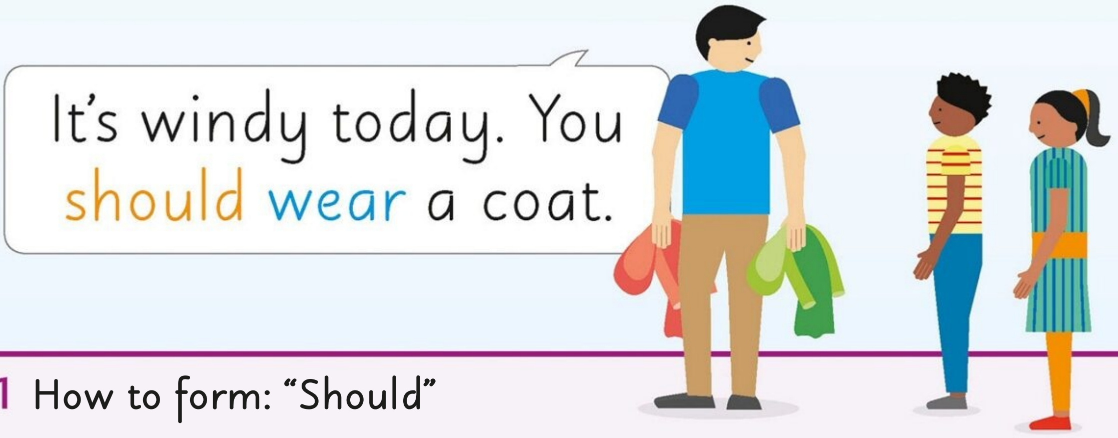
Maria **could wear** her new shoes to Grandma’s today.

It’s a sunny day. We **could go** to the beach or the lake.


You **could put on** a jumper.
I’m cold!

34 "Should"

See also:
Modal verbs **28**
"Could" for suggestions **33**


It's windy today. You should wear a coat.

34.1 How to form: "Should"

Should is a modal verb. Use **should** followed by a base form. **Should** stays the same for all subjects. Do not add an **s** for **he**, **she**, or **it**.

subject	should	base form	rest of sentence
You	should	wear	a coat.

Should stays the same for all subjects.

When to use
Use **should** to offer or ask for advice.

34.2 How to form: Negatives and questions with "should"

To form negatives with **should**, put **not** after **should**. We often shorten **should not** to **shouldn't**.

You should go outside.

You should not go outside.

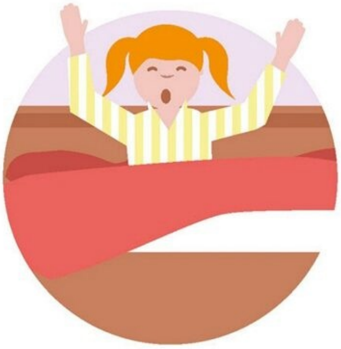
To ask questions with **should**, put **should** before the subject.

We should take an umbrella.

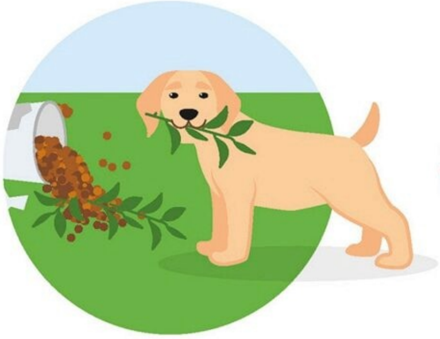
Should we take an umbrella?

Put **should** before the subject, **we**.

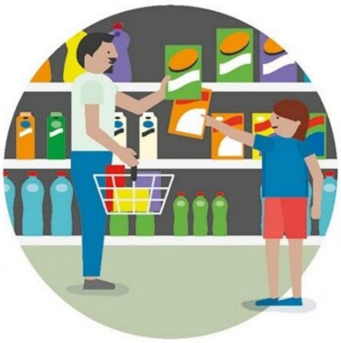
Further examples



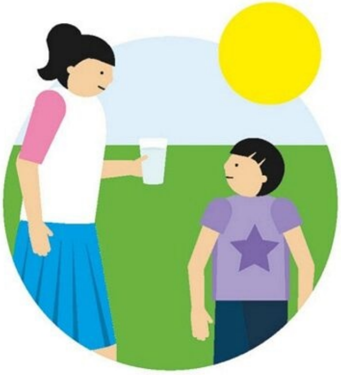
It's 7 o'clock. Maria **should get up**.



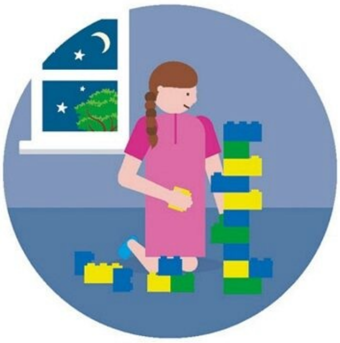
The puppy **shouldn't eat** that!



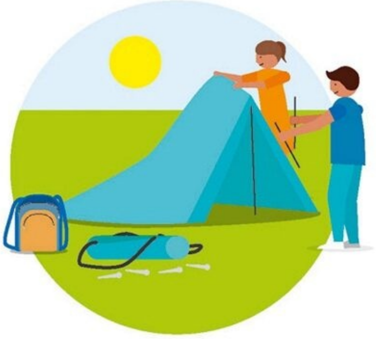
Should we buy some cereal for our camping trip?



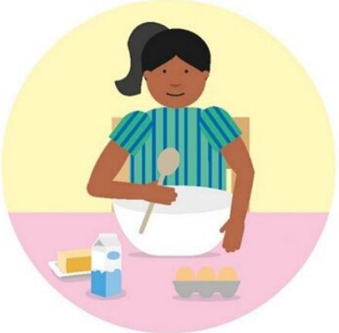
It's very hot today. You **should drink** lots of water.



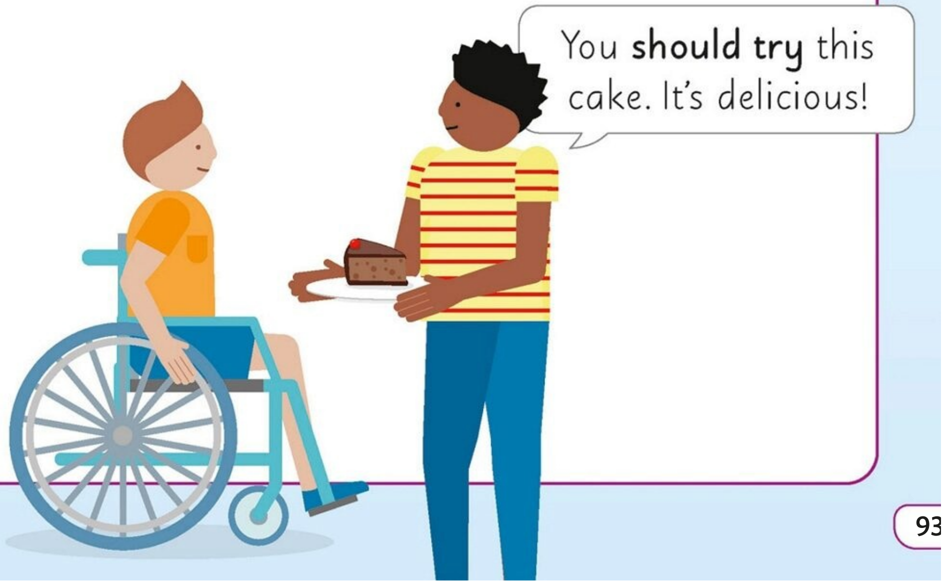
Amy **shouldn't stay up** late. She has got school tomorrow.



They **should go** camping in the summer when it's warm.



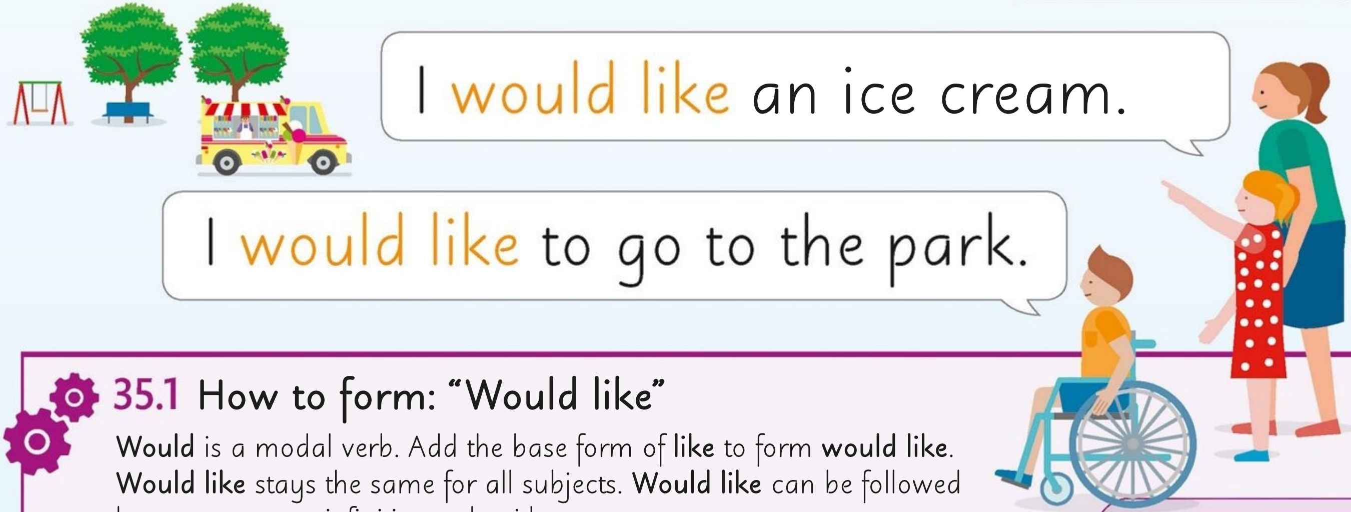
Should Sara bake a cake or some biscuits?



You **should try** this cake. It's delicious!

35 “Wouldike”

See also:
Infinitives and base forms **42**
Nouns **50**


I would like an ice cream.
I would like to go to the park.

35.1 How to form: “Would like”

Would is a modal verb. Add the base form of **like** to form **would like**. **Would like** stays the same for all subjects. **Would like** can be followed by a noun or an infinitive verb with **to**.

subject	would like	noun
I	would like	an ice cream.

subject	would like	infinitive	rest of sentence
I	would like	to go	to the park.

When used with a verb, **would like** is followed by an infinitive with **to**.

When to use

Use **would like** with a noun to politely ask for something.

Use **would like** with a verb to politely say you want to do something.

Further examples

Ben **would like** to play a game.

I **would like** another glass of juice, please.

He**’d like** to read a book.

35.2 How to form: Questions with "would like"

To ask questions with **would like**, put **would** before the subject.

You **would like** an ice cream.

Would you **like** an ice cream?

Put **would** before the subject, **you**.

Like stays in the same position.

When to use

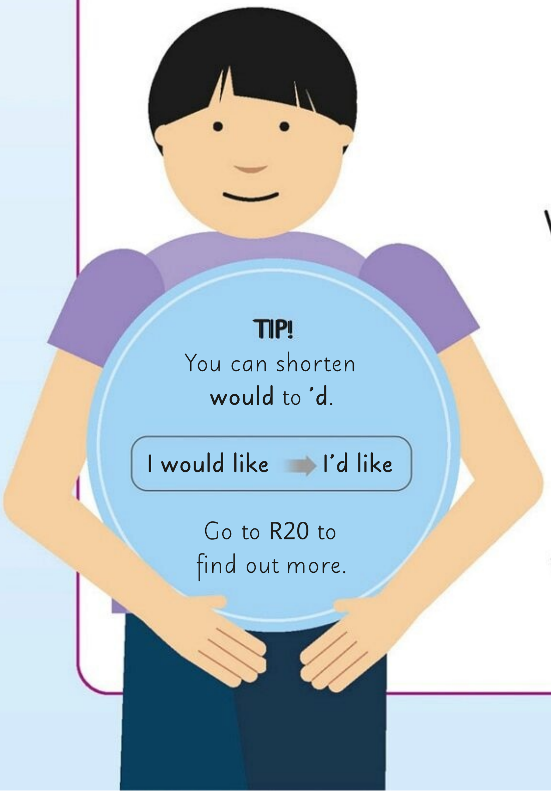
Use questions with **would like** and a noun to ask someone politely if they want something.

You **would like** to go to the park.

Would you **like** to go to the park?

Use questions with **would like** and an infinitive to ask someone politely if they want to do something.

Further examples



TIP!

You can shorten **would** to **'d**.

I would like → I'd like

Go to R20 to find out more.

Would you like to play with me?

Would you like an apple?

Would you like to draw a picture?

Would you like some help with your homework?

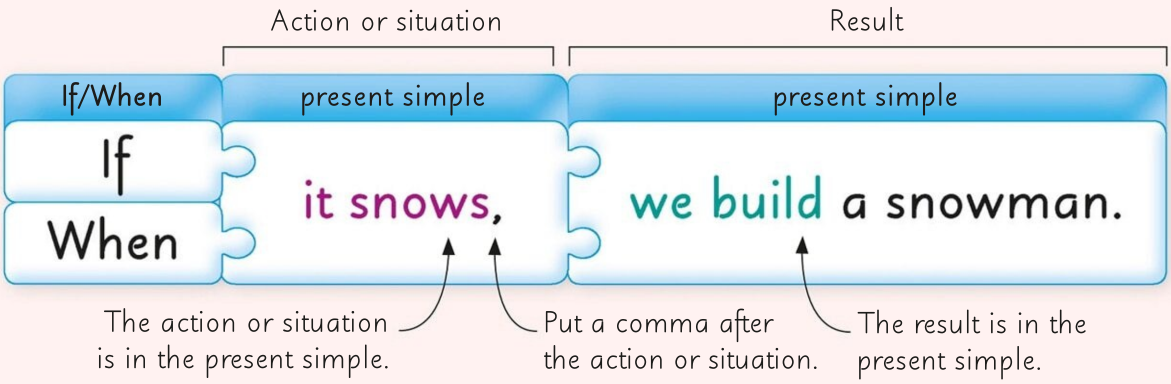
36 Zero conditional

See also:
Present simple **1**
Imperatives **26**

When it snows,
we build a snowman.

36.1 How to form: Zero conditional

To form the zero conditional, use **if** or **when** followed by an action or situation, then the result of that action or situation. Both parts are in the present simple.



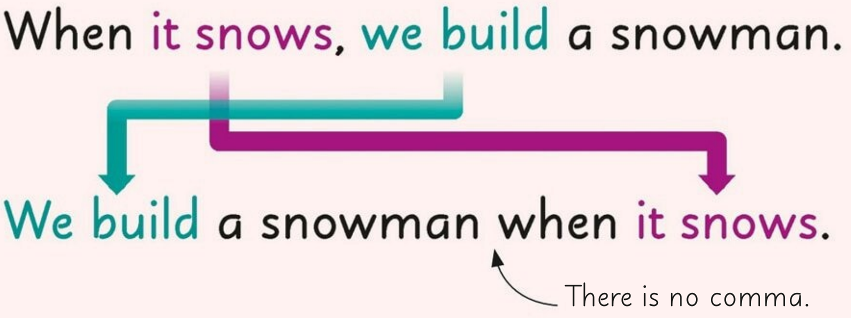
	Action or situation	Result
If/When	present simple	present simple
If When	it snows,	we build a snowman.

The action or situation is in the present simple.

Put a comma after the action or situation.

The result is in the present simple.

You can form these sentences another way by moving the result before the action or situation. There is no comma when you form them this way.



When it snows, we build a snowman.

We build a snowman when it snows.

There is no comma.

When to use
Use the **zero conditional** to talk about something that always happens as a result of an action or situation.

36.2 How to form: Zero conditional with an imperative

You can also use the zero conditional followed by an imperative.

Action or situation

Suggested action

If/When	present simple	imperative
If When	you're cold,	wear a warm coat.

The action or situation is in the present simple.

The suggested action is an imperative.

When to use

Use the **zero conditional** with an **imperative** to tell someone what they should do if or when an action or situation happens.

TIP!

You can put the suggested action before the action or situation. There is no comma when you do this.

Further examples

I **play** with my toys if **I'm bored**.

When **it rains, we can't play** in the garden.

When **I'm tired**, **I go** to bed early.

When **the dog is hungry**, **give** it some food.

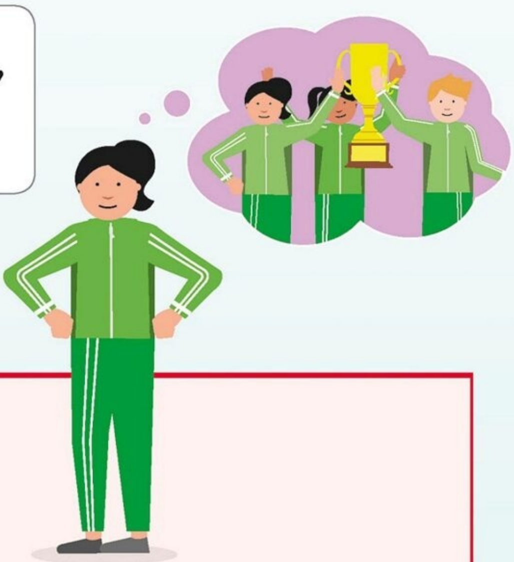
If **you're thirsty**, **drink** some water.

Go to the doctor if **you're ill**.

37 First conditional

See also:
Present simple **1**
"Will" **21**

If we win the competition, we'll get a trophy.



37.1 How to form: First conditional

To form the first conditional, say **if** followed by an action or situation in the present simple, then the result using **will**.

	Likely action or situation	Future result
If	present simple	will
If	we win the competition,	we'll get a trophy.

The action or situation is in the present simple.

Put a comma after the action or situation.

The result uses **will**.

REMEMBER!
We often shorten **will** to **'ll**.
Go to 21.3 to find out more.

You can form these sentences another way by moving the future result before the likely action or situation. There is no comma when you form them this way.

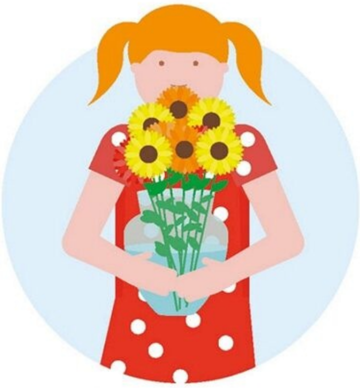
If we win the competition, we'll get a trophy.

We'll get a trophy if we win the competition.

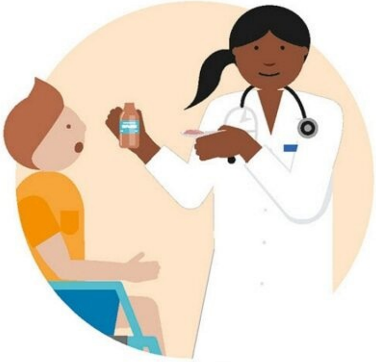
There is no comma.

When to use
Use the **first conditional** to talk about the probable result of an action or situation that is likely to happen.

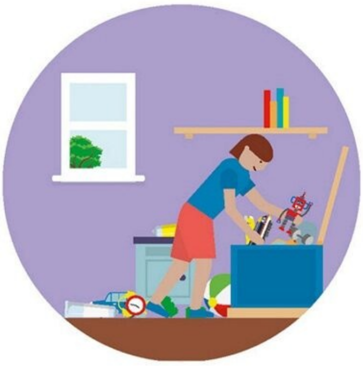
Further examples



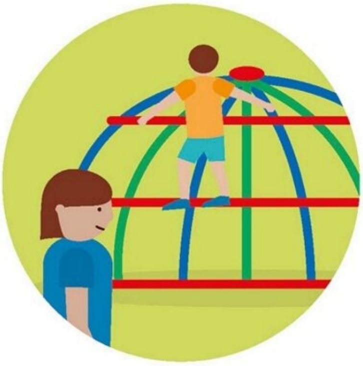
If **I drop** this, **it will break**.



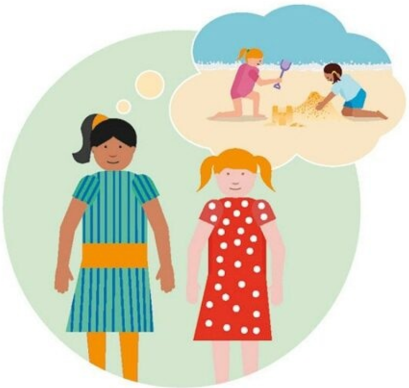
You'll feel better if **you take** this medicine.



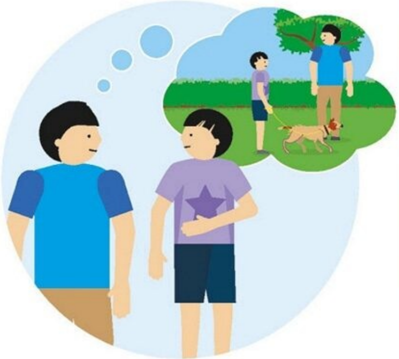
If **I tidy** my room, **Mum will be happy**.



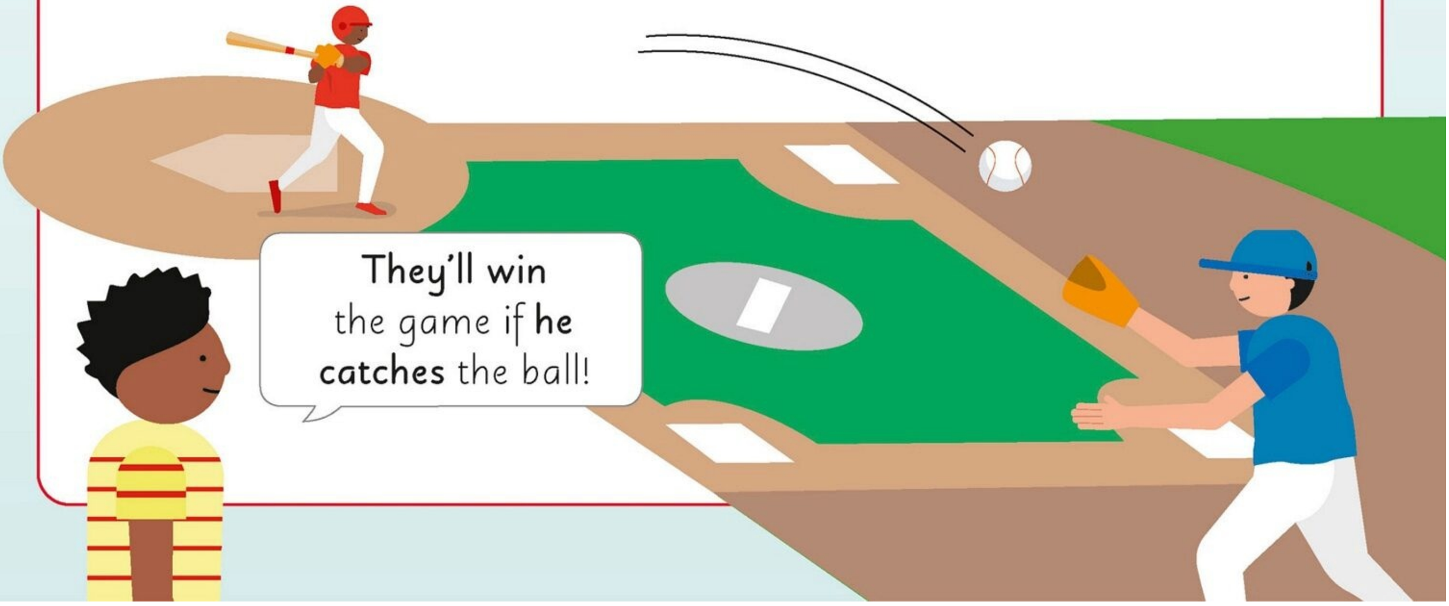
He'll fall off if **he's not careful**.



If **it's sunny** tomorrow, **we'll go** to the beach.



If **we get** a dog, **we'll walk** it every day.


They'll win the game if he catches the ball!

38 Forming questions

See also:
Present simple **1**
Question words **40**

There are two ways to form questions in English: put the verb before the subject or use **do**, **does**, or **did**.

38.1 How to form: Present simple questions

To ask questions in the present simple with verbs that aren't **to be**, **to have got**, or a modal verb, use **do** or **does** and put the main verb in its base form. Do not add an **s** to the main verb.

She likes board games.

↓

Does she like board games?

Add **do** or **does**.

The main verb is in its base form.

38.2 How to form: Past simple questions

To ask questions in the past simple with verbs that aren't **to be**, use **did** and put the main verb in its base form. Do not use the past simple form of the verb. **Did** stays the same for all subjects.

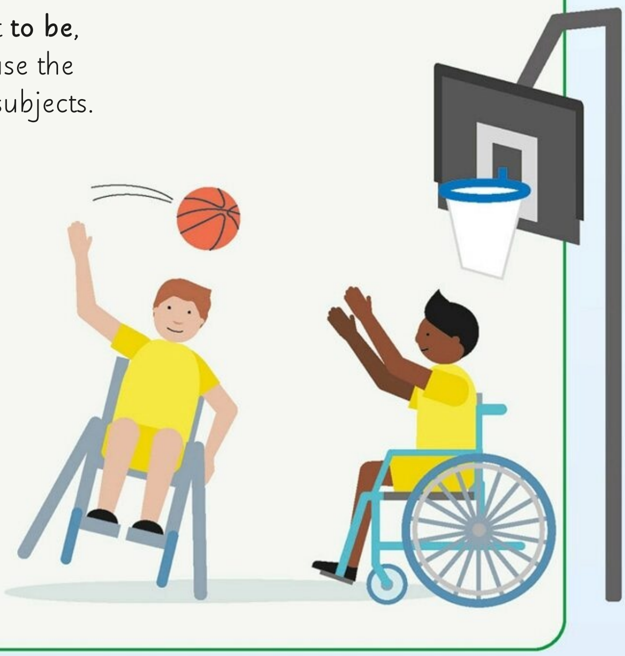
He played basketball.

↓

Did he play basketball?

Put **did** at the start of the question.

The main verb is in its base form.



38.3 How to form: Present simple questions with "to be"

To ask present simple questions with **to be**, put **am**, **is**, or **are** before the subject.

He is tall.

Is he tall?

Put **am**, **is**, or **are** before the subject.

38.4 How to form: Past simple questions with "to be"

To ask past simple questions with **to be**, put **was** or **were** before the subject.

It was windy.

Was it windy?

Put **was** or **were** before the subject.

38.5 How to form: Questions with modal verbs

To ask questions with modal verbs, put the modal verb before the subject. The main verb stays in the same position.

They can sing well.

Can they sing well?

Put the modal verb before the subject.

38.6 How to form: Questions in the present perfect

To ask questions in the present perfect, put **have** or **has** before the subject. The past participle stays in the same position.

She has won.

Has she won?

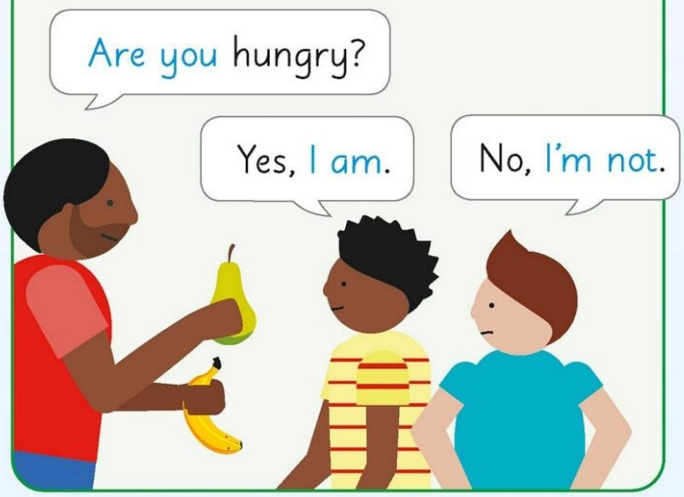
Put **have** or **has** before the subject.

39 Shoranswers

When you're answering questions, sometimes you can leave some words out. This is called a short answer, and they're very common in spoken English.

39.1 How to form: Short answers with "to be"

If a question starts with **to be**, use **to be** in the same tense in the short answer.


Are you hungry?
Yes, I am.
No, I'm not.

Further examples

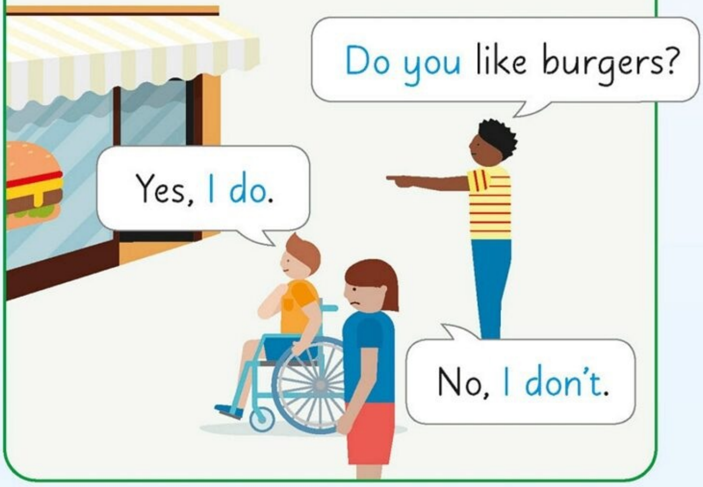
Is it your tortoise?
Yes, **it is**.

Were you at school yesterday?
Yes, **we were**.

Was he studying English?
No, **he wasn't**.

39.2 How to form: Short answers with "to do"

If a questions starts with **do**, **does**, or **did**, use the same form in the short answer.


Do you like burgers?
Yes, I do.
No, I don't.

Further examples

Do you like apples?
Yes, **I do**.

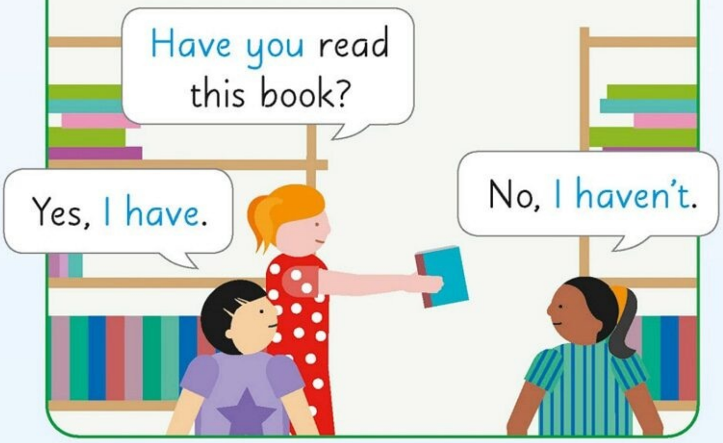
Does he wake up early?
No, **he doesn't**.

Did you win the game?
Yes, **we did**!

See also:
Modal verbs **28**
Forming questions **38**

39.3 How to form: Short answers with “to have”

If a question starts with **have** or **has**, use the same form of **have** in the short answer.


Have you read this book?
Yes, I have.
No, I haven’t.

Further examples

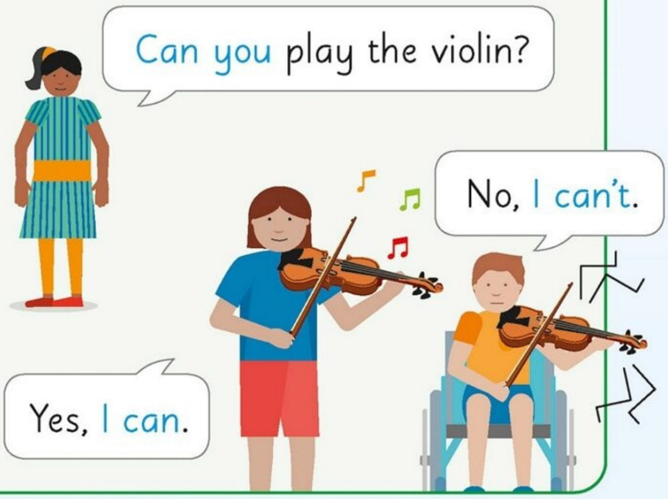
Has he bought a fish?
Yes, **he has**.

Have we got to leave?
Yes, **we have**.

Have they finished their dinner?
No, **they haven’t**.

39.4 How to form: Short answers with modal verbs

If a question starts with a modal verb, use the same modal verb in the short answer.


Can you play the violin?
No, I can’t.
Yes, I can.

Further examples

Would you like a piece of cake?
Yes, **I would**.

Should she clean her boots?
Yes, **she should**.

Can we watch TV?
No, **you can’t**.

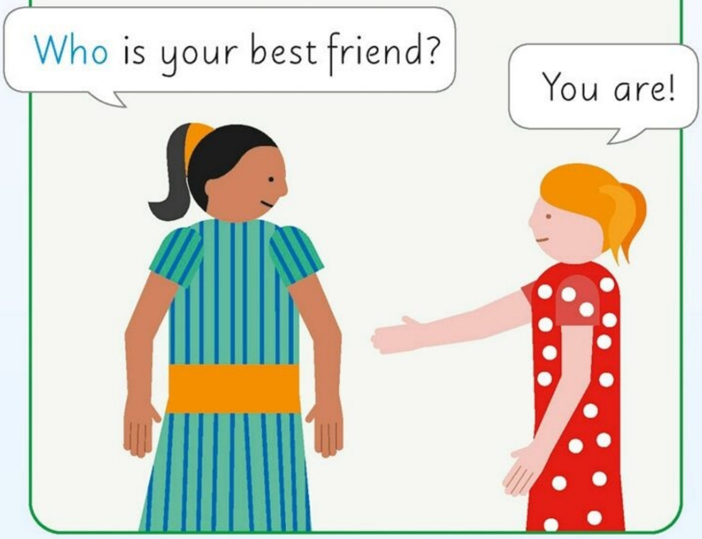
40 Question words

To ask questions that haven't got a simple **yes** or **no** answer, we use question words.

See also:
Forming questions **38**

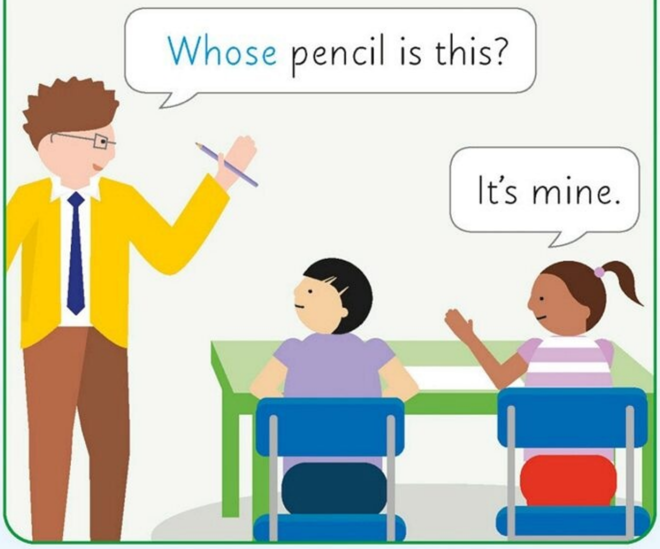
40.1 "Who"

Use **who** to ask questions about people.


Who is your best friend?
You are!

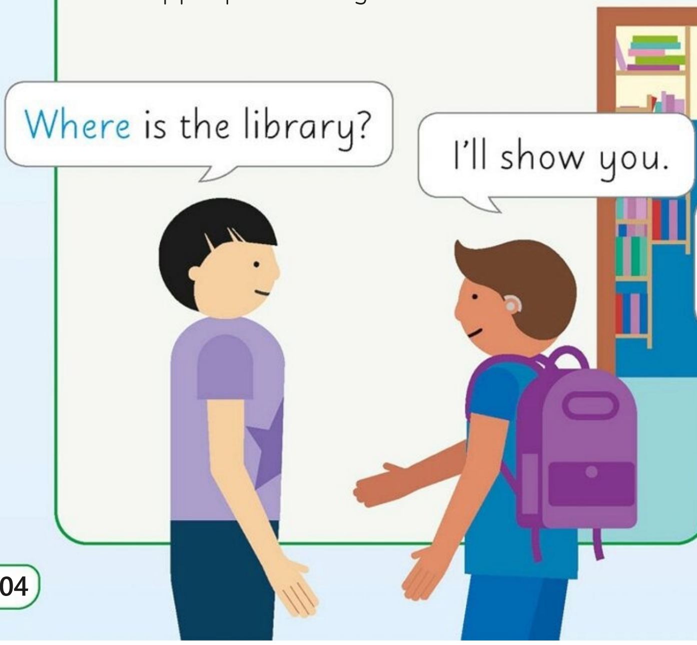
40.2 "Whose"

Use **whose** to ask who owns something.


Whose pencil is this?
It's mine.

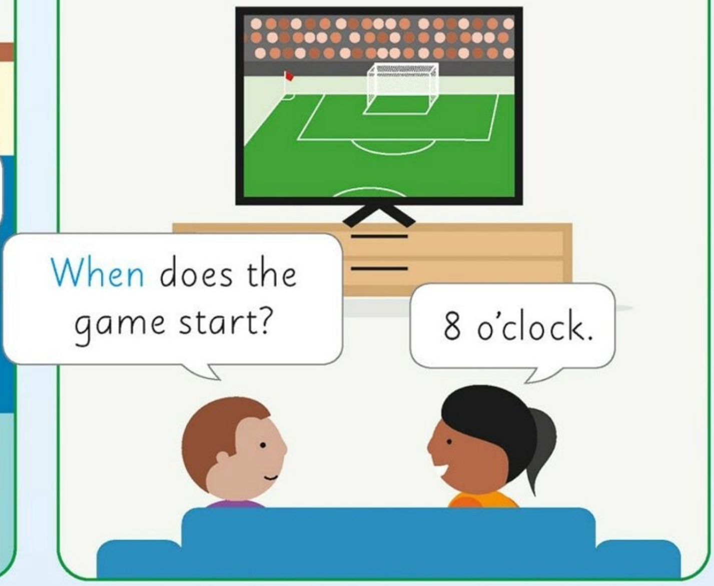
40.3 "Where"

Use **where** to ask questions about places, directions, or the location of people or things.


Where is the library?
I'll show you.

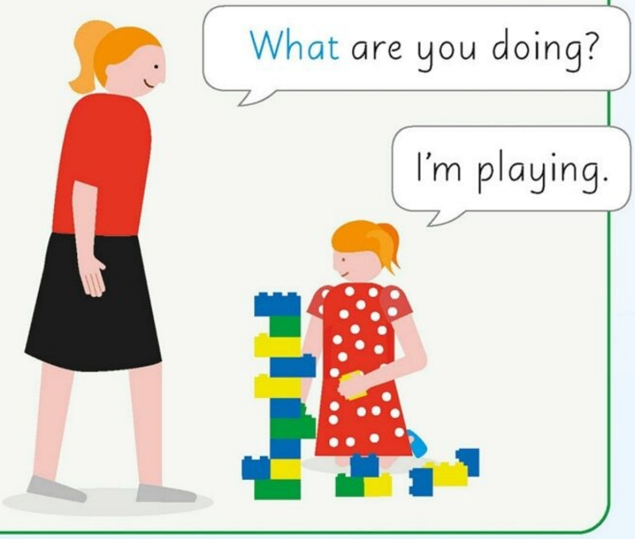
40.4 "When"

Use **when** to ask questions about time.


When does the game start?
8 o'clock.

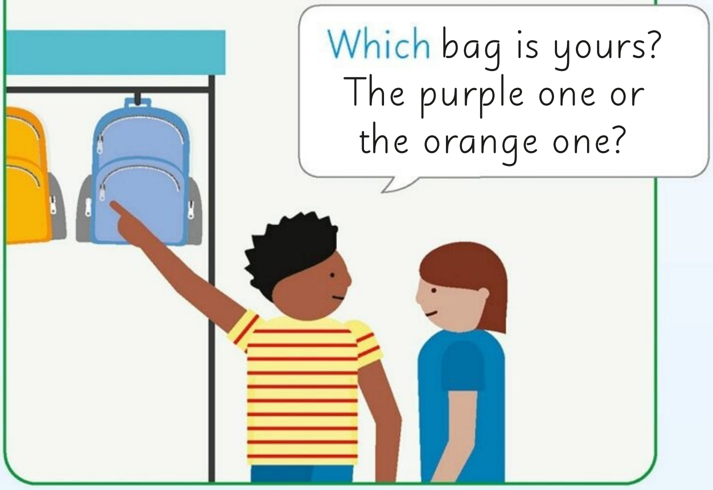
40.5 "What"

Use **what** to ask questions about things.


What are you doing?
I'm playing.

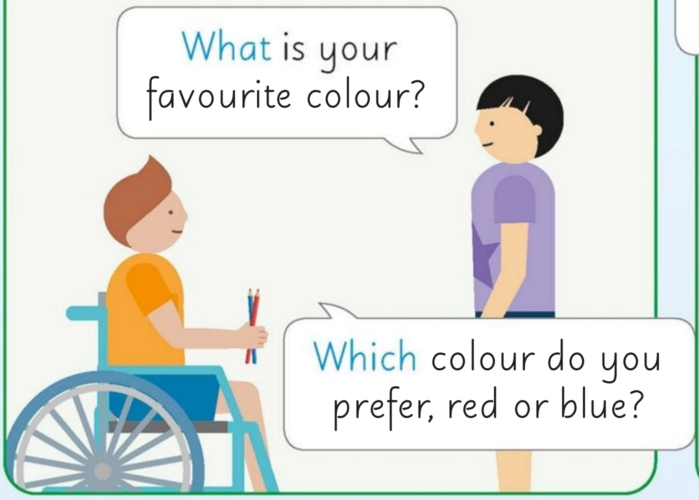
40.6 "Which"

Use **which** to ask someone to choose between two or more named things.


Which bag is yours? The purple one or the orange one?

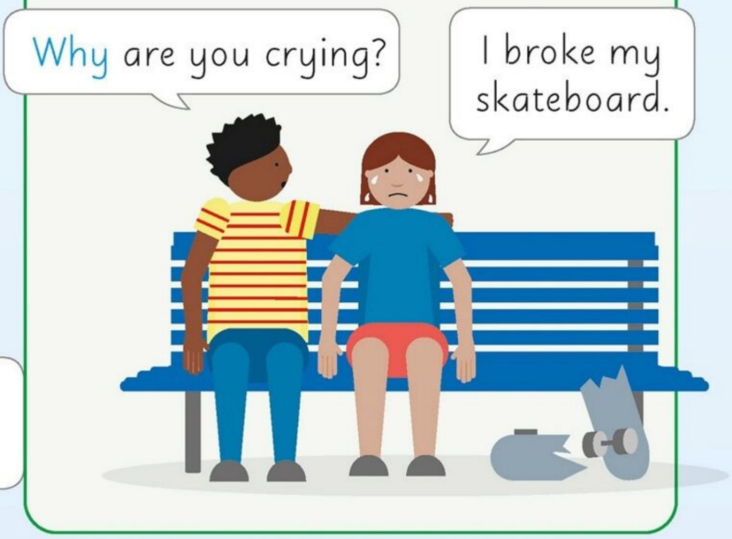
40.7 "What" and "which"

Use **what** to ask general questions about things. Use **which** when there are two or more options to choose from.


What is your favourite colour?
Which colour do you prefer, red or blue?

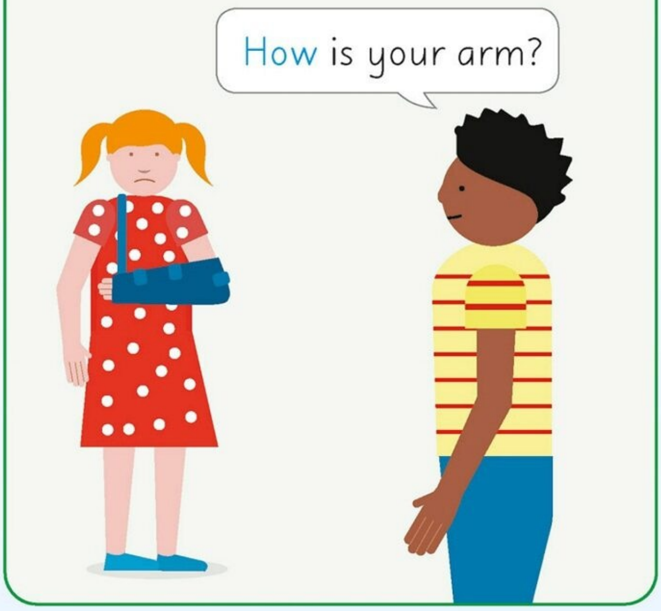
40.8 "Why"

Use **why** to ask for reasons.


Why are you crying?
I broke my skateboard.

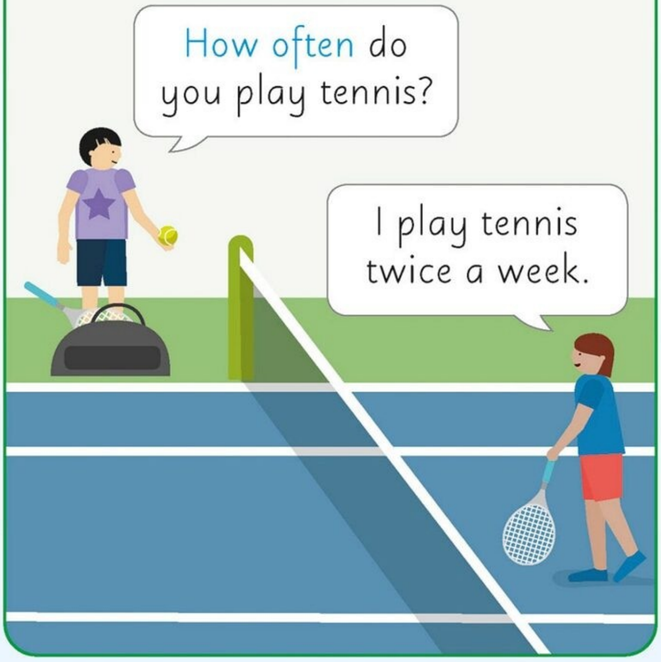
40.9 "How"

Use **how** to ask for more details about something or to ask about the way something is done.


How is your arm?

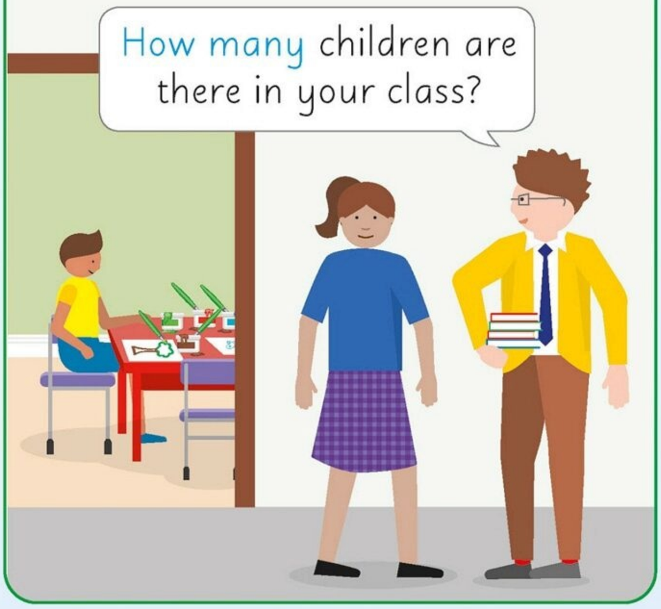
40.10 "How often"

Use **how often** to ask how many times someone does something.


How often do you play tennis?
I play tennis twice a week.

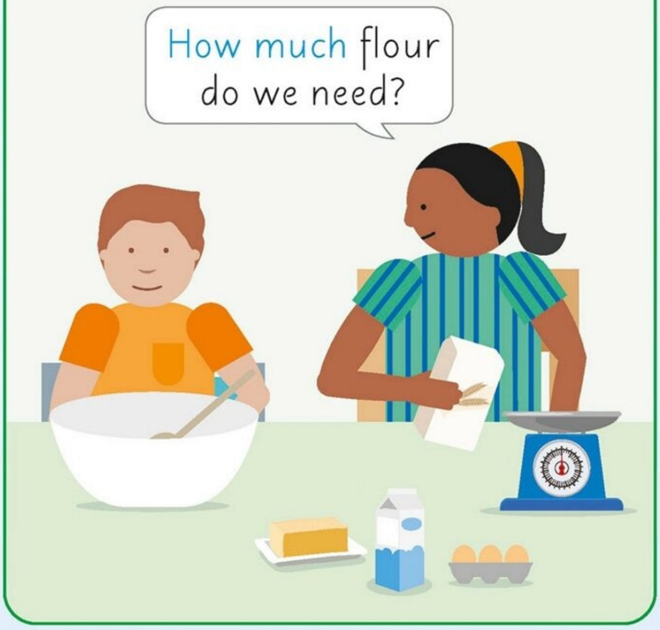
40.11 "How many"

Use **how many** to ask questions about the quantity of countable nouns.


How many children are there in your class?

40.12 "How much"

Use **how much** to ask questions about the quantity of uncountable nouns.


How much flour do we need?

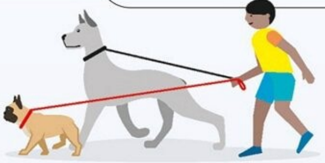
Further examples

Who	Use to ask questions about people.	**Who** caught the ball? **Who** is winning the race?
Whose	Use to ask who owns something.	**Whose** jacket is this? **Whose** dog is called Spot?
Where	Use to ask about places, directions, or locations.	**Where** do you live? **Where** is she going?
When	Use to ask about time.	**When** do you get up in the morning? **When** are we going to go on holiday?
What	Use to ask about things.	**What** is your name? **What** is the time?
Which	Use to ask someone to choose between two or more things.	**Which** do you prefer, cats or dogs? **Which** coat is yours?
Why	Use to ask for reasons.	**Why** is he laughing? **Why** are you late?
How	Use to ask for more details or how something is done.	**How** do you spell "kitchen"? **How** did you get to school?
How often	Use to ask many times someone does something.	**How often** do you play basketball? **How often** do they go to the beach?
How many	Use to ask about the quantity of countable nouns.	**How many** balloons are there? **How many** birds can you see?
How much	Use to ask about the quantity of uncountable nouns.	**How much** cake is there? **How much** juice would you like?

41 Tag questions

See also:
Modal verbs **28**
Forming questions **38**

The grey dog is very big, isn't it?



TIP!
For statements with **I am**, the negative tag question is **aren't I?**

41.1 How to form: Tag questions

Tag questions are short questions added to the end of a statement. If the statement is positive, use a negative tag question.

positive statement	negative tag question
The grey dog is very big,	isn't it?

The verb is positive. The tag question is negative.

If the statement is negative, use a positive tag question.

negative statement	positive tag question
The brown dog isn't very big,	is it?

The verb is negative. The tag question is positive.

When to use

Use **tag questions** to invite someone to agree with you or to ask whether what you have just said is correct.

41.2 Using tag questions with "to be"

For sentences with **to be**, use **to be** in the tag question.

It is really hot today, isn't it?

The verb is **to be**.

The verb in the tag question is **to be**.

41.3 Using tag questions with other verbs

The type of tag question you use depends on the verb in the first part of the sentence.

For most verbs in the present simple, use **do**, **does**, **don't**, or **doesn't**.

You love dancing, don't you?

For most verbs in the past simple, use **did** or **didn't**.

Ben played basketball today, didn't he?

For modal verbs, use the same modal verb in the tag question.

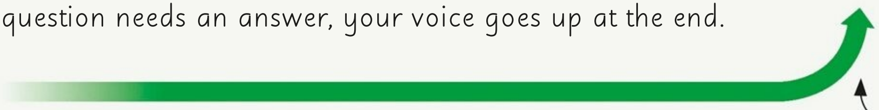
We shouldn't go outside, should we?

When **to have** is being used to make the present perfect or in phrases with **to have got** or **to have got to**, use **to have** in the tag question.

You haven't read this book, have you?

41.4 How to say: Tag questions

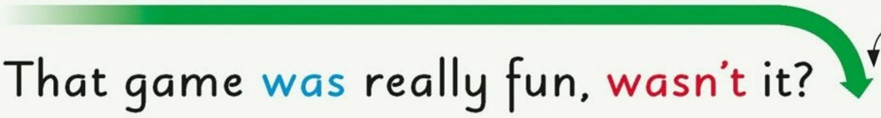
There are two ways to say tag questions. When the tag question needs an answer, your voice goes up at the end.



Your voice goes up.

You are coming to my party, aren't you?

When you're just asking someone to agree with you and the tag question doesn't need an answer, your voice goes down at the end.



Your voice goes down.

That game was really fun, wasn't it?

42

Infinitives and base forms

See also:
Gerunds **43**
Verb patterns **44**

42.1 Infinitives and base forms

Infinitives and base forms are the simplest forms of verbs in English. Infinitives always start with **to** and are sometimes called "to-infinitives". A verb's base form is always the same as its infinitive, but without **to**.

subject	verb	infinitive
I	like	**to read.**

Infinitives always start with **to**.

subject	verb	base form	rest of sentence
I	should	**read**	more books.

This is a base form. There is no **to**.

When to use
We don't use **infinitives** and **base forms** on their own very often, but we use them to make lots of different kinds of sentences.

Further examples

I need **to tidy** my room.

Dad decided **to cook** pasta for dinner.

Sara can **ride** a bike.

We should **go** inside because we're too wet!

43 Gerunds

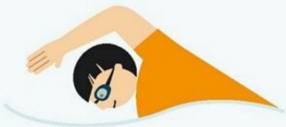
See also:
Infinitives and base forms **42**
Verb patterns **44**

43.1 Gerunds

A gerund is a verb that is acting as a noun.

Swimming is fun!

Here, **swimming** is a noun.



When to use
Use **gerunds** to say how you feel about an activity.

Further examples

Eating fruit and vegetables is important.

Skiing is exciting!

I love **baking.** It's my favourite hobby.

43.2 Spelling rules: Gerunds

To form gerunds, add **ing** to the base form of a verb.

wear

wearing

Add **ing** to most verbs.

Sometimes, the spelling of the base form changes a little before we add **ing**.

Last letter is a silent **e**.

choose

choosing

Take away the **e** then add **ing**.

Last letters are **ie**.

tie

tying

Change **ie** to **y** then add **ing**.

Final syllable is stressed and last letters are consonant, vowel, consonant.

forget

forgetting

Write the last letter twice, unless it's **w**, **x**, or **y**, then add **ing**.

44 Verb patterns

See also:
Infinitives and base forms **42**
Gerunds **43**

44.1 How to form: Verb patterns with infinitives and gerunds

A verb can be followed by a second verb. Some verbs can only be followed by an infinitive or a gerund. Other verbs can be followed by either with no difference in meaning.

subject	verb	infinitive	rest of sentence
I	want	to go	to the park.

The second verb is in its infinitive form.

subject	verb	gerund	rest of sentence
I	enjoy	playing	the guitar.

The second verb is in its gerund form.

subject	verb	infinitive/gerund	rest of sentence
I	love	to paint painting	pictures.

The second verb can be an infinitive or a gerund. They mean the same thing here.

44.2 Verbs followed by an infinitive, a gerund, or either

Verb + infinitive

- agree
- ask
- choose
- decide
- help
- hope
- learn
- want

Verb + gerund

- complete
- dislike
- enjoy
- finish
- keep
- miss
- practise
- understand

Verb + infinitive or gerund

- begin
- continue
- hate
- like
- love
- prefer
- start

44.3 How to form: Verb patterns with objects

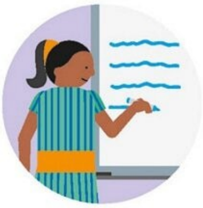
When the verb **to have** is followed by an infinitive, you can put an object between **to have** and the infinitive.

subject	have/has	object	infinitive
I	have	a story	to write.

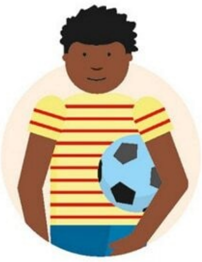
When to use

Use this **verb pattern** to talk about things that you can do or that you need to do.

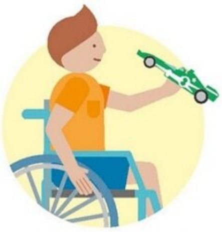
Further examples



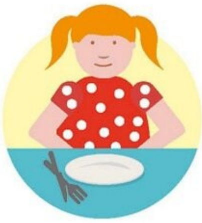
She **is learning to spell**.



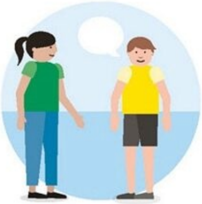
Max **decided to buy** a blue ball.



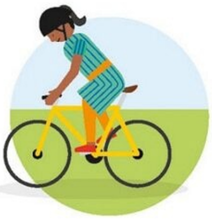
Ben **likes to play** with his car.



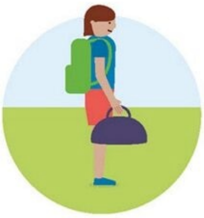
Maria **has finished eating** her dinner.



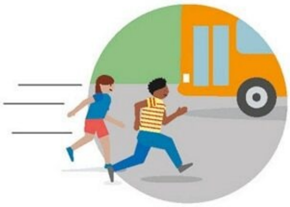
They **practise speaking** English every day.



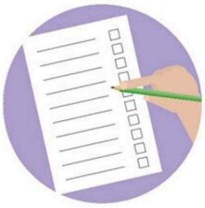
Sara **likes riding** her bike.



Sofia **has two bags to carry**.



We **have a bus to catch**.



I **have ten questions to answer**.

45 Articles

See also:
Nouns **50**
Superlative adjectives **65**

45.1 Indefinite articles

A, **an**, and **some** are indefinite articles.

I'd like **a** pear.

Use **a** in front of singular nouns starting with a consonant.

I'd like **an** apple.

Use **an** in front of singular nouns starting with a vowel.

I'd like **some** mangoes.

Use **some** in front of plural or uncountable nouns.

When to use

Use **indefinite articles** to talk about things in general or to talk about something for the first time.

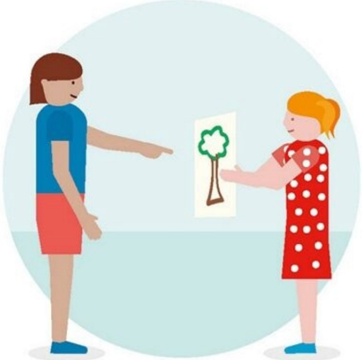
45.2 "Any" with questions and negatives

In questions and negative sentences, the indefinite article **some** becomes **any**.

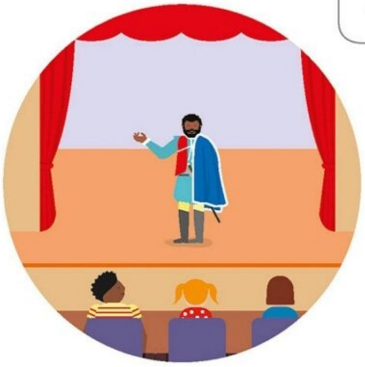
There are **some** bananas.
↓
Are there **any** bananas?

There are **some** bananas.
↓
There are**n't any** bananas.

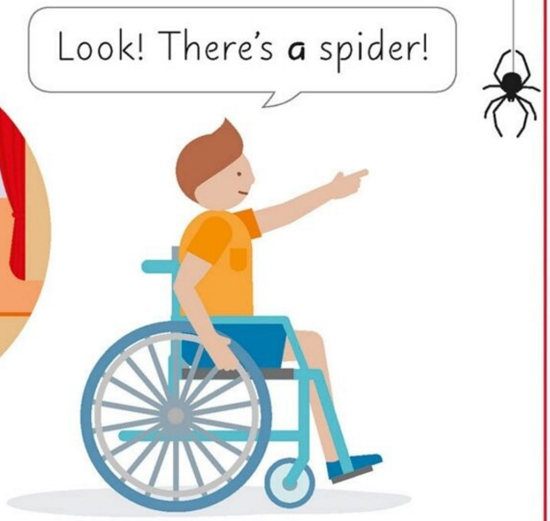
Further examples

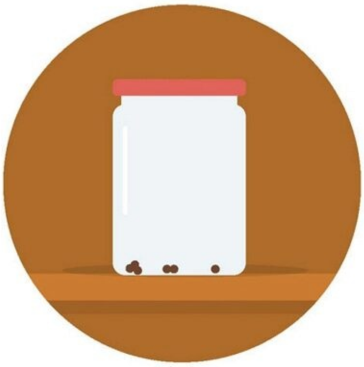


That's **a** nice drawing.

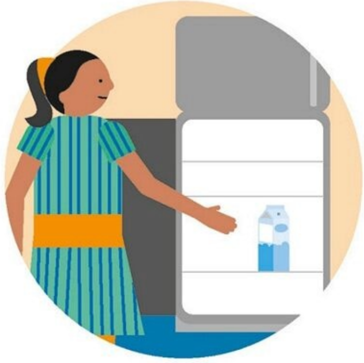


My dad is **an** actor.

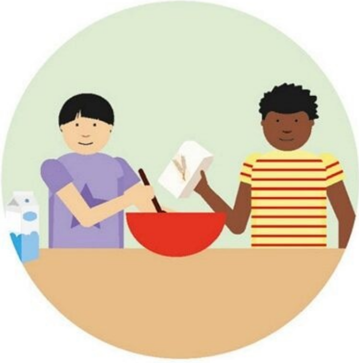

Look! There's **a** spider!



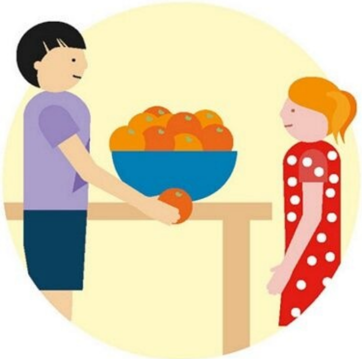
There aren't **any** biscuits in the jar.



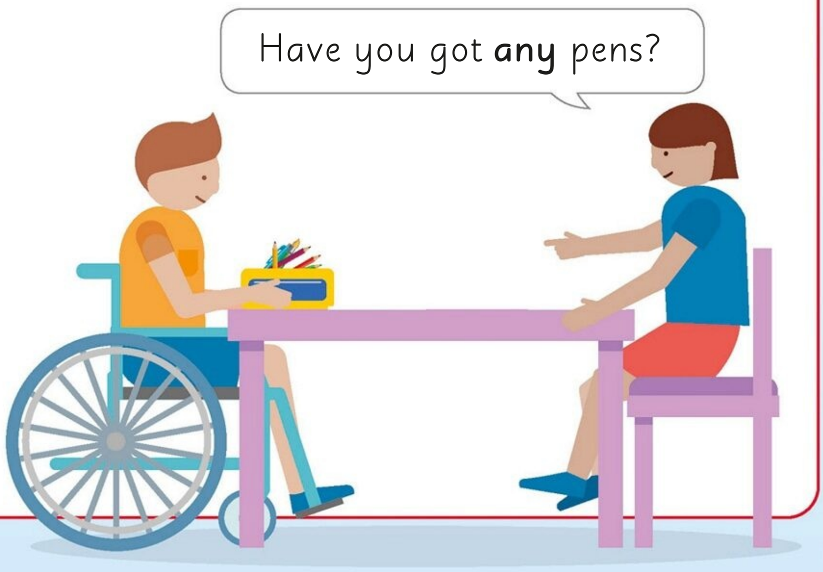
There is **some** milk in the fridge.



We need **some** flour for this cake.



Would you like **an** orange?


Have you got **any** pens?

45.3 The definite article

The is called the definite article.

I'm in **the** garden.

The garden is a specific place, so we use **the**.

When to use

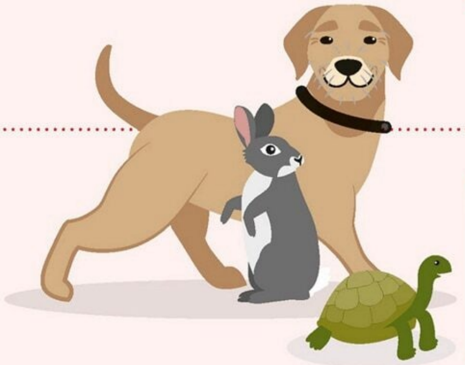
Use **the** to talk about a specific thing or place.

Use the indefinite article to talk about something for the first time.

We have **a** dog, **a** rabbit, and **a** tortoise. **The** dog is called Rex.

Use **the** because the dog has already been talked about.

Use **the** to talk about something that's already been mentioned.



Rex is **the** biggest.

Use **the** before a superlative.

Use **the** before a superlative adjective or adverb.

Further examples

Max is **the** fastest in our school.

We are washing **the** car.

I loved **the** clown at Maria's party.

I can see a butterfly and a ladybird. **The** butterfly is blue.

45.4 Comparing indefinite and definite articles

My favourite animal is **a** frog.

We use the indefinite article because we're talking about frogs in general.

We use the definite article because we're talking about a specific frog.

The frog in our garden is green.

When to use

Use the **indefinite article** to talk about something in general. Use the **definite article** to talk about something specific.

Further examples

Maria would like **a** biscuit.

The biscuits at the party were delicious!

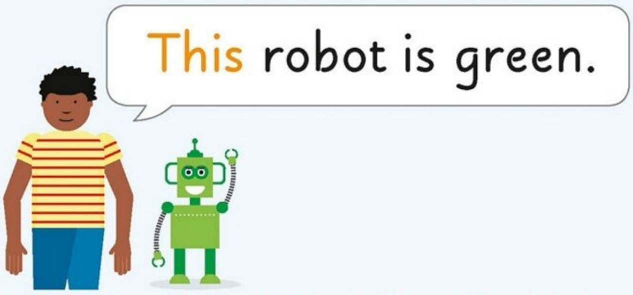
I'm going to buy **a** new toy car.

The toy car in the shop is expensive.

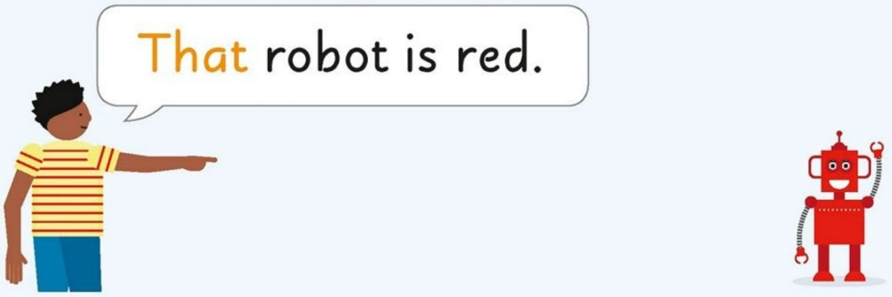
46 “This” “that” “these” “those”

46.1 Demonstrative determiners

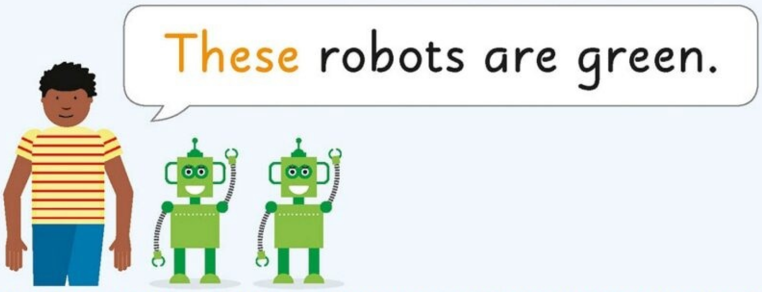
This, **that**, **these**, and **those** can come before a noun to specify which thing or things you are talking about. When they do this, they are demonstrative determiners.


This robot is green.

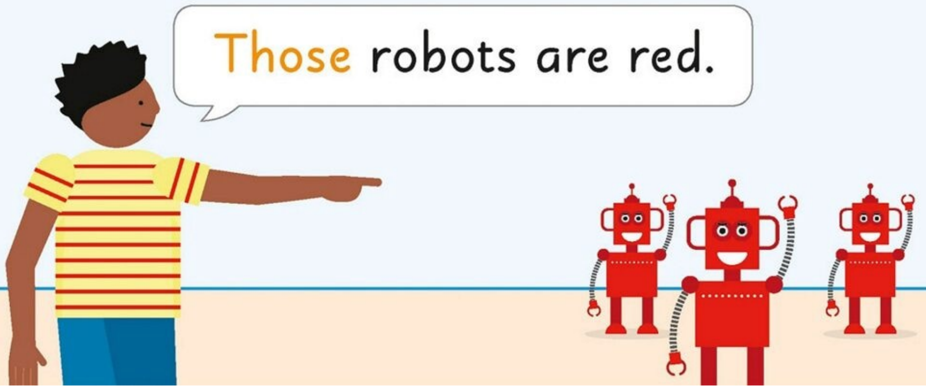
When to use
Use **this** before a singular or uncountable noun that is nearby.


That robot is red.

Use **that** before a singular or uncountable noun that is far away.


These robots are green.

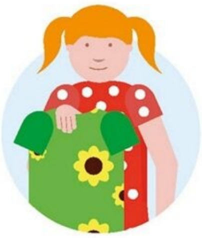
Use **these** before a plural noun that is nearby.

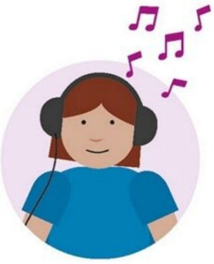

Those robots are red.

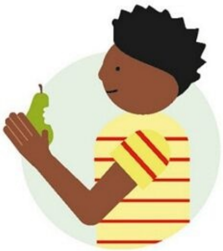
Use **those** before a plural noun that is far away.

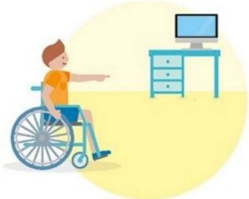
See also:
Nouns **50**
Possessive adjectives **55**

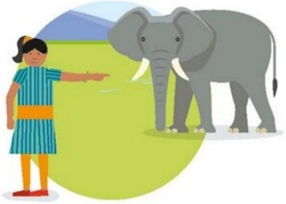
Further examples

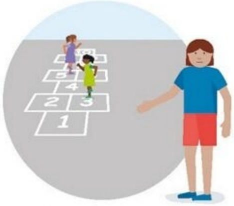

I love **this** dress!

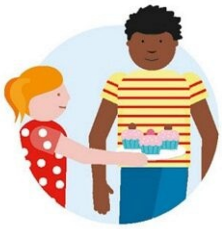

This music is great.

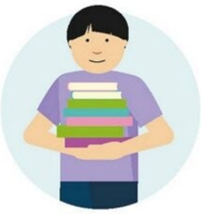

This pear is delicious.

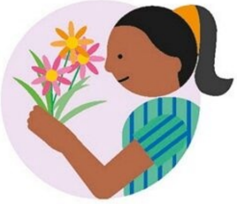

Ben would like to use **that** computer.

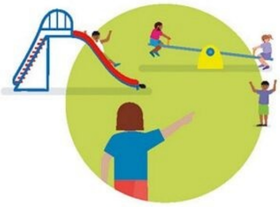

That elephant is very big!

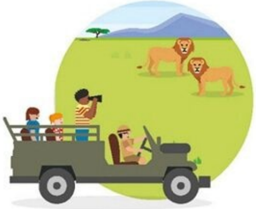

That game looks fun.

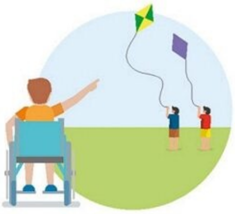

Have you tried **these** cakes?


I've read all **these** books.


These flowers smell lovely.

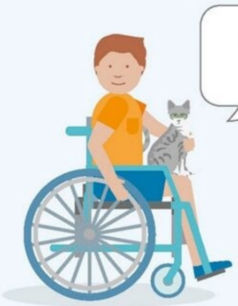

Those children are playing in the park.


Can you see **those** lions?


Look at **those** kites!

46.2 Demonstrative pronouns

This, **that**, **these**, and **those** can also replace a noun in a sentence. When they do this, they are demonstrative pronouns.



This is my cat.

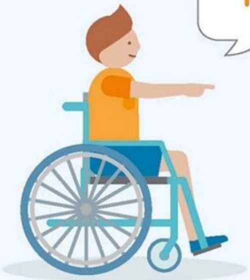
This cat is my cat.

↓

This is my cat.

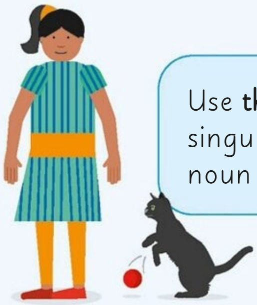
When to use

Use **this** to replace a singular or uncountable noun that is nearby.

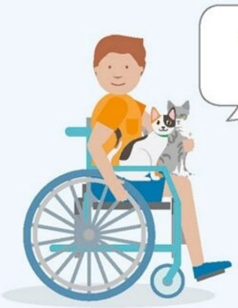


That is your cat.

We often shorten **that is** to **that's**.

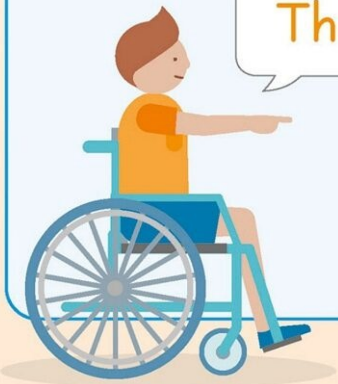


Use **that** to replace a singular or uncountable noun that is far away.

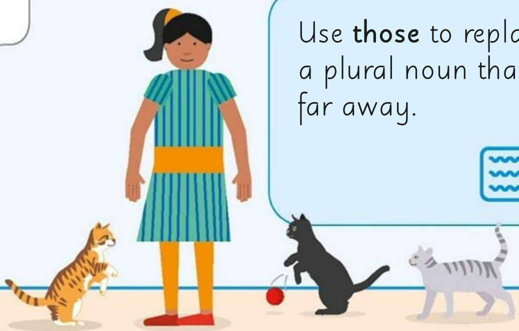


These are my cats.

Use **these** to replace a plural noun that is nearby.

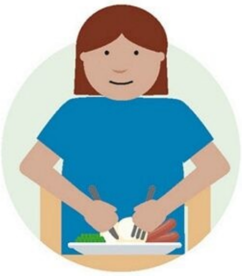


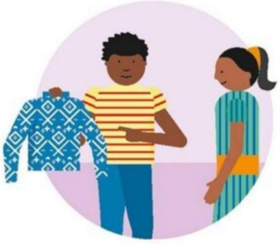
Those are your cats.

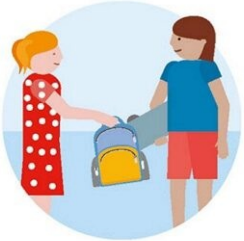


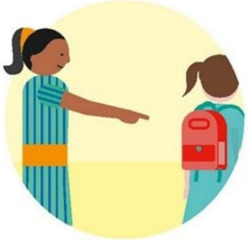
Use **those** to replace a plural noun that is far away.

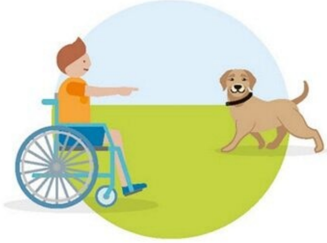
Further examples

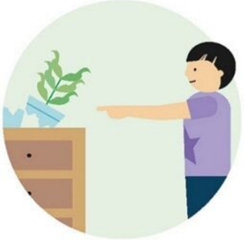

This tastes great!

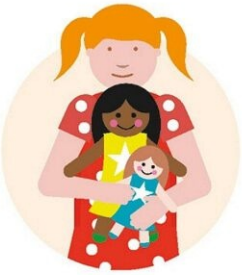

Is **this** your jumper?

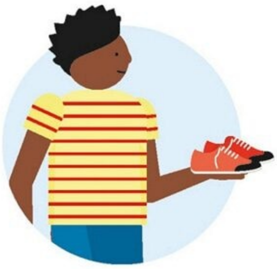

Can you hold **this**
for me, please?

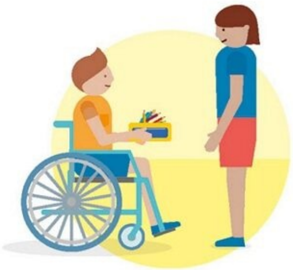

That is a nice bag.

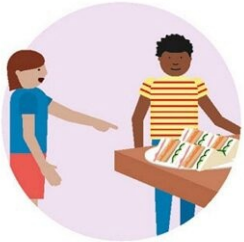

That's a very cute dog.

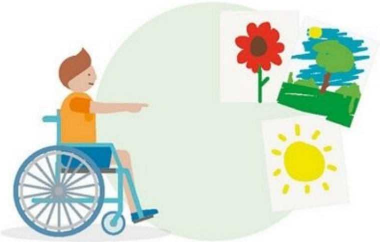

I think **that**'s broken.

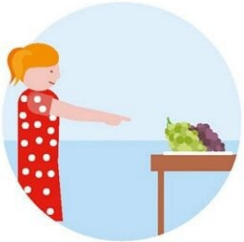

These are my dolls.


These are my
new shoes.


Are **these**
your pencils?


Those are the sandwiches
for my party.


Those are my
paintings.


Are **those**
for me?

47 "Another"

See also:
"Both" **48**
Numbers **61**

Can I have another apple, please?

47.1 "Another"

You can use **another** before a singular noun or a plural noun with a number.

Can I have another apple, please?

Use **another** before a singular noun.

One or a different number can replace the noun.

Can I have another apple, please?

Can I have another one, please?

You can replace the noun with the word **one** or a different number.

When to use

Use **another** to talk about more of something or a different version of something.

Further examples

I'd like **another two pears**, please.

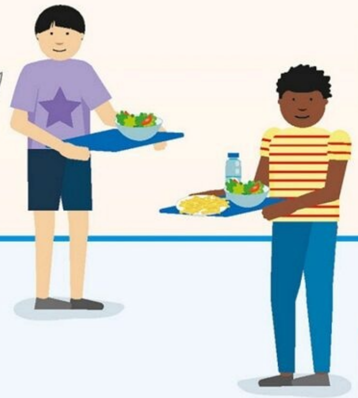
I've finished my drink. Can I have **another one**, please?

Maria wants to borrow **another** book.

48 "Both"

See also:
"Another" **47**

Are you having chips or salad?



I'm having **both.**

48.1 "Both"

I'm having **both.**

This means Max asked for chips and salad.

When to use
Use **both** to talk about two people or things together. You can use **both** on its own, before two nouns or a plural noun, or after **we**, **us**, **they**, or **them**.

Both of them are having salad.

This means Max and Andy are having salad.

Use **both of** to talk about two people or things together. You can use **both of** before **us**, **you**, or **them** or before a plural noun that has **the**, **these**, or **those** before it.

Both of the boys are having salad.

You can use **both of** before a plural noun that has **the**, **these**, or **those** before it.

Further examples

I like **both** jumpers.

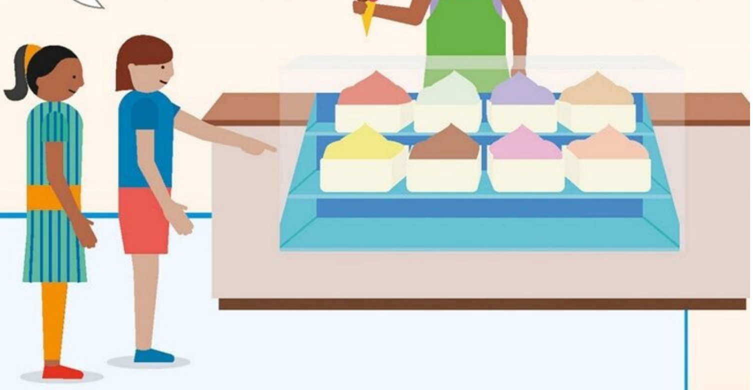
They **both** love playing tennis.

Both of us enjoy singing.

49 "Each" and "every"

See also:
Nouns **50**

I've tried every flavour of ice cream in this shop.



49.1 "Each" and "every"

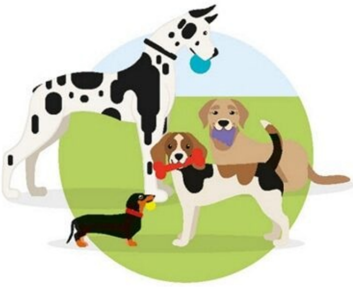
Each and **every** often mean the same thing. Use them before a singular noun.

I've tried each / every flavour.

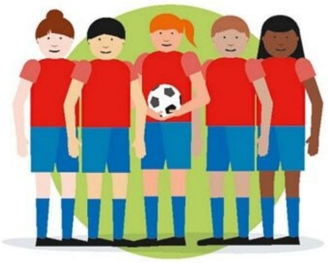
In this sentence, **each** and **every** mean the same thing.

When to use
Use **each** and **every** to talk about a whole collection of things at once.

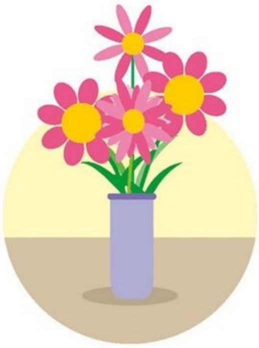
Further examples



Each dog has a toy.



Every player is wearing a red T-shirt.

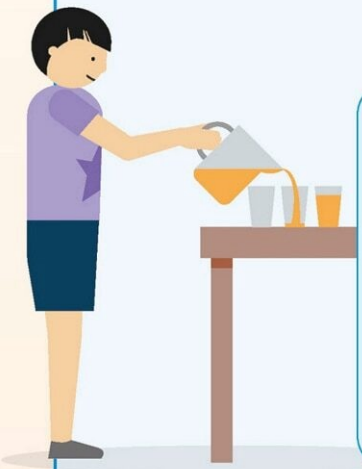


Each flower in the vase is pink.

49.2 "Each"

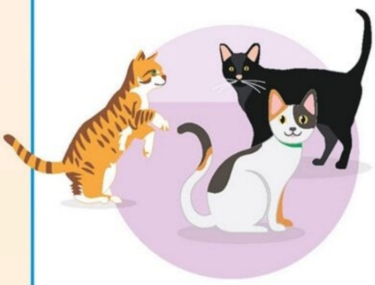
Sometimes, **each** has a slightly different meaning to **every**.

Andy filled each glass with juice.

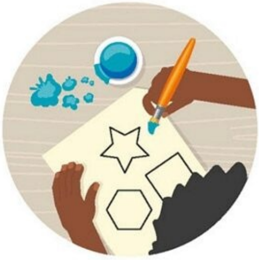


When to use
Use **each** to talk about single things in a group or small numbers of things.

Further examples



Each cat is a different colour.

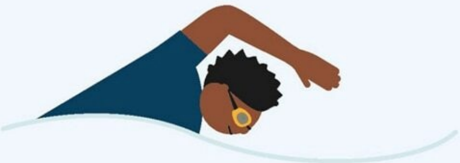


Paint **each** shape blue.

49.3 "Every"

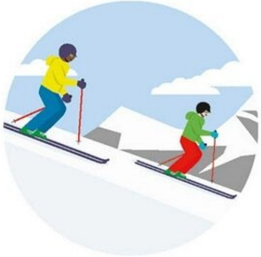
Sometimes, **every** has a slightly different meaning to **each**.

I go swimming every Sunday.

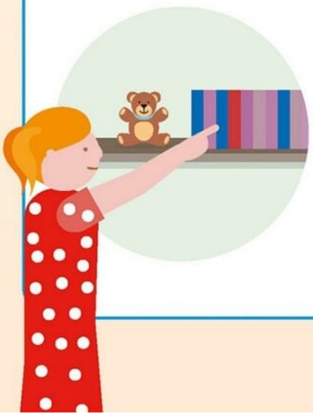


When to use
Use **every** to talk about a whole group of something, large numbers, or times like days, months, seasons, or years.

Further examples



We go skiing **every** winter.



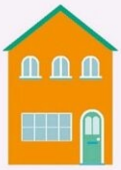
I've read **every** book on my bookshelf.

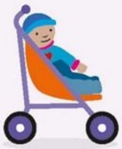
50 Nouns

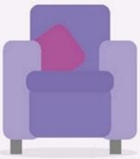
See also:
Articles **45**
Quantity **62**

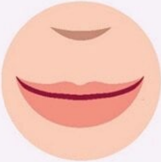
50.1 Common nouns

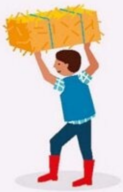
Nouns are "naming" words. Nouns in English do not have a gender.
Common nouns are words for everyday objects, animals, seasons, and actions.

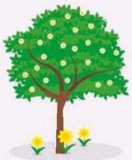

house

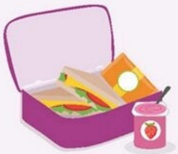

baby

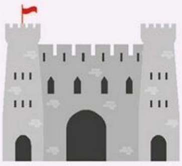

armchair

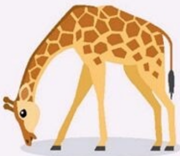

smile

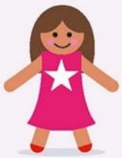

farmer


spring


lunch

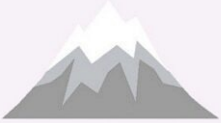

castle

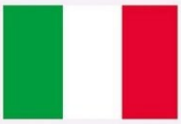

giraffe

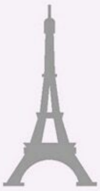

doll

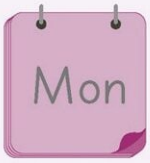
50.2 Proper nouns

Proper nouns are words for specific people, places, days, and months. Proper nouns always start with a capital letter.

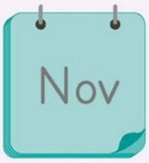

Mount Everest


Italy


Paris



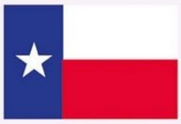
Monday



November

Max

Maria


Texas

Lake Victoria

Central Park

50.3 Singular and plural nouns

Nouns can be singular or plural. A singular noun refers to one thing. A plural noun refers to two or more things. To make most nouns plural, add an **s** to a singular noun.

drink

↓

drinks

Add an **s** to a singular noun.

Irregular plural nouns

Add **es** to nouns that end with **s**, **x**, **z**, **ch**, or **sh**.

class ↓ classes

box ↓ boxes

quiz ↓ quizzes

watch ↓ watches

dish ↓ dishes

If the noun ends with one **z**, add another **z** before **es**.

Add **es** to most nouns that end with **o**. If there's another vowel before the **o**, just add **s**.

potato ↓ potatoes

radio ↓ radios

Some nouns are completely irregular. Go to R26 for a list of irregular plural nouns.

child ↓ children

person ↓ people

For nouns that end with a consonant and then **y**, change the **y** to an **i** then add **es**.

dictionary ↓ dictionaries

story ↓ stories

Some nouns stay the same when they are plural.

fish ↓ fish

sheep ↓ sheep

50.4 Countable and uncountable nouns

Nouns that can be individually counted are called countable nouns. Nouns that cannot be counted are called uncountable nouns.

Countable nouns

Use **a**, **an**, **some**, **any**, or a number in front of countable nouns.

I need a lemon for the cake.

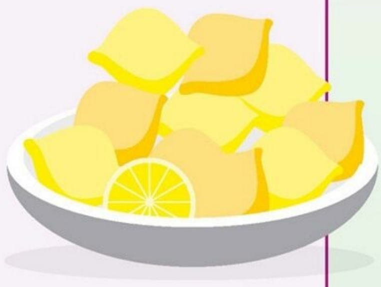
This is a countable noun. You can count how many lemons there are.

I need three lemons for the cake.

This is a countable noun. You can count how many lemons there are.

I need some lemons for the cake.

Some means that there is an unspecified number of lemons, but definitely more than one.



Do we need any lemons for the cake?

In negative sentences and questions, **some** becomes **any**. Go to 45.2 to find out more.

Uncountable nouns

Use **some** or **any** in front of uncountable nouns.

I need some flour for the cake.

This is an uncountable noun. You cannot count flour.

Is there any flour for the cake?

In negative sentences and questions, **some** becomes **any**. Go to 45.2 to find out more.

50.5 “How many” and “how much”

Use **how many** with countable nouns to ask what number of things there are.

How many oranges do you need?

Use **how many** with countable nouns.

Use **how much** with uncountable nouns to ask what amount of something there is.

How much rice is there?

Use **how much** with uncountable nouns.

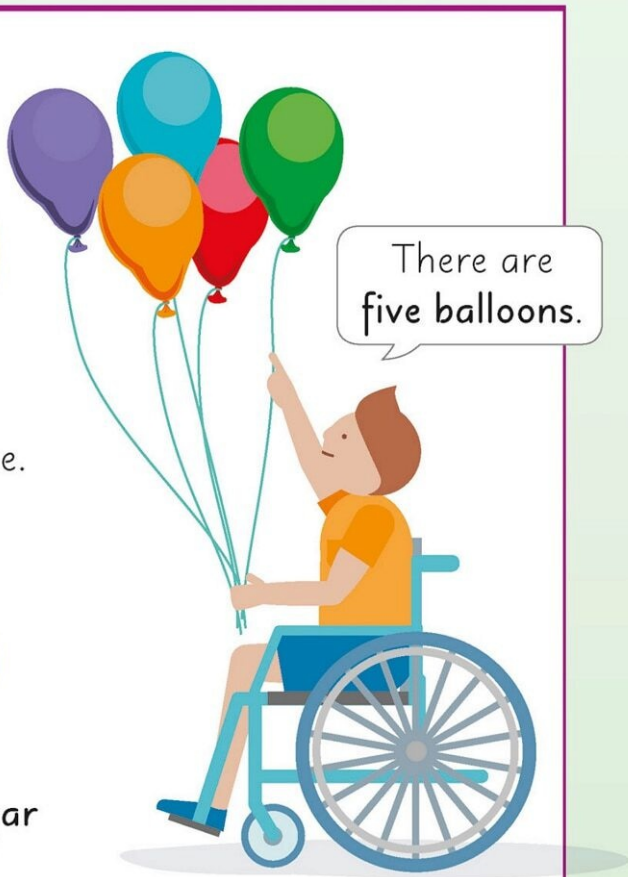
Further examples

My dad bought **a car** today.

There's **some sand** in my shoe.

How many apples would you like?

How much sugar do we need?



51 Personal subject pronouns

See also:
Personal object pronouns **52**
Reflexive pronouns **53**

This is Maria. She likes books.

51.1 How to form: Personal subject pronouns

Personal subject pronouns replace the subject of a sentence.

This is Maria. Maria likes books.

Maria is the subject of the sentence.

This is Maria. She likes books.

She is a personal subject pronoun. **She** replaces Maria's name.

I You	like	books.
He She It	likes	
We You They	like	

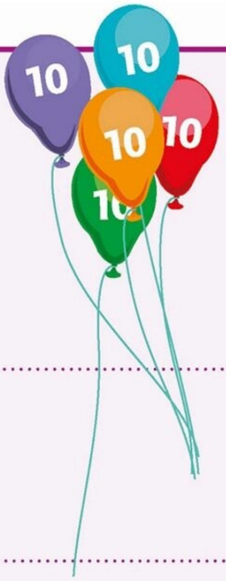
The pronoun you use depends on who you are talking about.

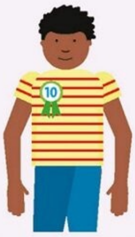
When to use

Use **personal subject pronouns** to talk about the subject of a sentence. They often replace someone's name.

TIP!
There are no polite or familiar forms of **you** in English. **You** is also the same if you are talking to one person or more than one person.

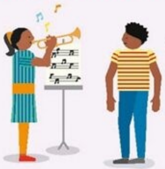
51.2 Using personal subject pronouns





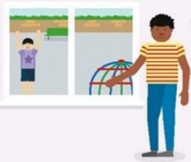
I'm ten years old today.

Use **I** to talk about yourself.
It is always a capital letter.



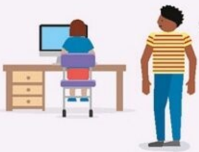
You play the trumpet very well.

Use **you** when you talk directly to one person.



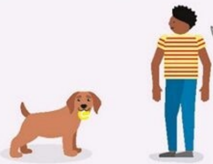
He is in the playground.

Use **he** to talk about a boy or a man.



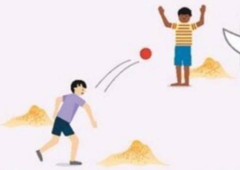
She is doing her homework.

Use **she** to talk about a girl or a woman.



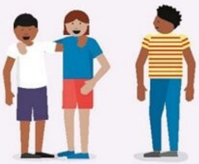
It has got a yellow ball.

Use **it** to talk about things or animals.



We are having fun at the beach.

Use **we** to talk about a group of at least two people that includes yourself.

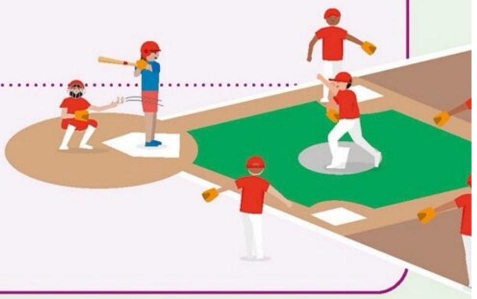


You are happy!

Use **you** when you talk directly to more than one person.

They are playing baseball.

Use **they** to talk about a group of people, animals, or things.



52 Personal object pronouns

See also:
Personal subject pronouns **51**
Reflexive pronouns **53**

The car is dirty, so we're washing it.

52.1 How to form: Personal object pronouns

Personal object pronouns replace the object of a sentence.

The car is dirty, so we're washing the car.

The car is dirty, so we're washing it.

The car is the object of the sentence.

It is a personal object pronoun. It replaces **the car**.

When to use

Use **personal object pronouns** when you or other people or things are the object of a sentence. They often replace someone's name.

TIP!
You is the same if you are talking to one person or more than one person.

I	you	he	she	it	we	you	they	subject pronouns
↓	↓	↓	↓	↓	↓	↓	↓	
me	you	him	her	it	us	you	them	object pronouns

52.2 Using personal object pronouns

Do you want to play a game with **me**?

Use **me** to talk about yourself.

I saw **you** at the park yesterday.

Use **you** when you talk to one person directly.

My brother was bored, so I'm reading **him** a story.

Use **him** to talk about a boy or a man.

It's Sara's birthday, so I am giving **her** a present.

Use **her** to talk about a girl or a woman.

Mia lost her pencil and I found **it**.

Use **it** to talk about things or animals.

Dad gave **us** some money.

Use **us** to talk about a group of at least two people that includes yourself.

Can I take a picture of **you**?

Use **you** when you talk to more than one person directly.

I play basketball with **them**.

Use **them** to talk about a group of people, animals, or things.

53 Reflexive pronouns

See also:
Personal subject pronouns **51**
Personal object pronouns **52**

I am drawing myself.

53.1 How to form: Reflexive pronouns

Reflexive pronouns in English end with **self** or **selves**.

subject	verb	object
I	am drawing	myself.

This is a reflexive pronoun.

When to use
Use **reflexive pronouns** when the subject and the object of a sentence are the same person, people, thing, or things.

I → myself
you → yourself
he → himself
she → herself

it → itself
we → ourselves
you → yourselves
they → themselves

TIP!
With reflexive pronouns, there is a difference between singular **you** (**yourself**) and plural **you** (**yourselves**).

53.2 Using reflexive pronouns

I bought myself a new toy with my birthday money.

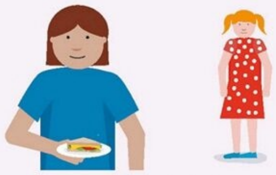
When the subject is **I**, use **myself**.

Oh no! You've hurt yourself.

When the subject is **you** for one person, use **yourself**.

Andy is teaching himself the guitar.

When the subject is **he** or a boy or man's name, use **himself**.



She has made herself a sandwich.

When the subject is **she** or a girl or woman's name, use **herself**.

Look at the cat. It's licking itself.

When the subject is **it**, use **itself**.

We are taking a picture of ourselves.

When the subject is **we**, use **ourselves**.

Can you see yourselves in the mirror?

When the subject is **you** for more than one person, use **yourselves**.

They are enjoying themselves.

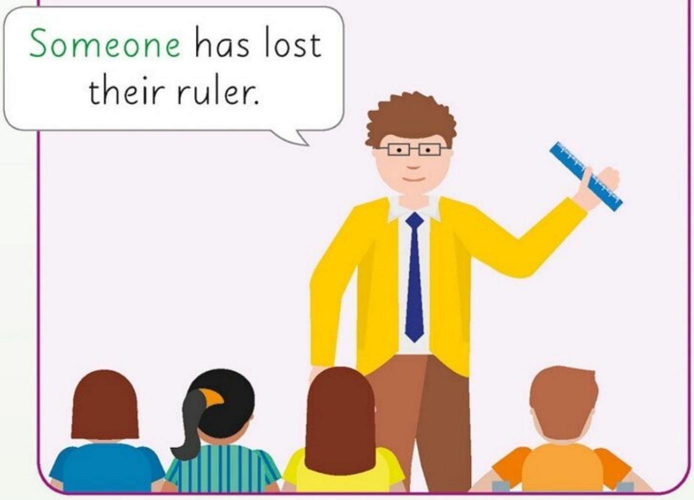
When the subject is **they** or more than one person's name, use **themselves**.

54 Indefinite pronouns

Indefinite pronouns are words that we use to talk about an unspecified person or thing.

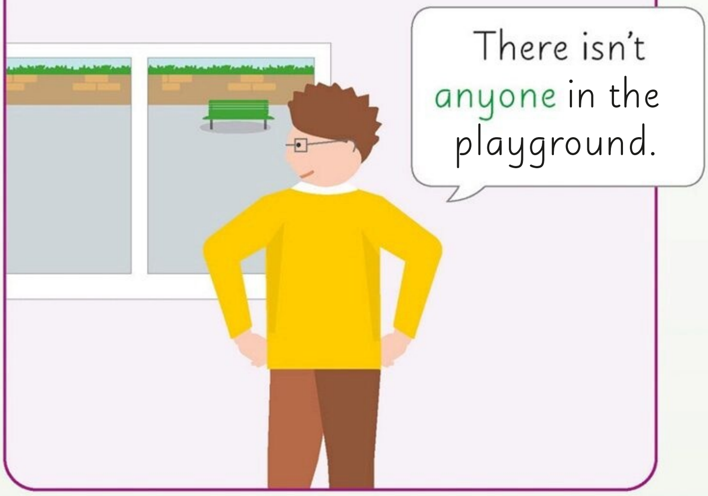
54.1 "Someone"

Use **someone** to talk about an unspecified person in a positive sentence or a question.


Someone has lost their ruler.

54.2 "Anyone"

Use **anyone** to talk about no people in a negative sentence or an unspecified person in a positive sentence or a question.


There isn't anyone in the playground.

Further examples

Someone phoned when we were eating dinner.

Is **someone** knocking at the door?

I saw **someone** I know at the park.

Further examples

There isn't **anyone** on the stage.

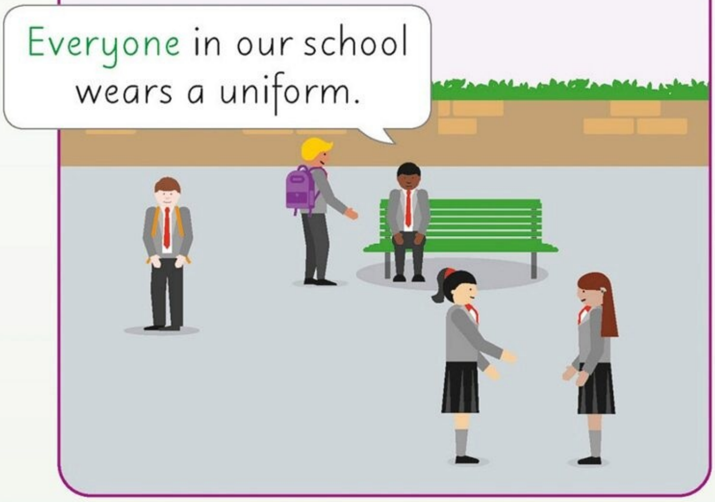
Does **anyone** want to play tennis with me?

Does **anyone** want some juice?

See also:
Forming questions **38**

54.3 "Everyone"

Use **everyone** to talk about a whole group of people in a positive sentence or a question.


Everyone in our school wears a uniform.

Further examples

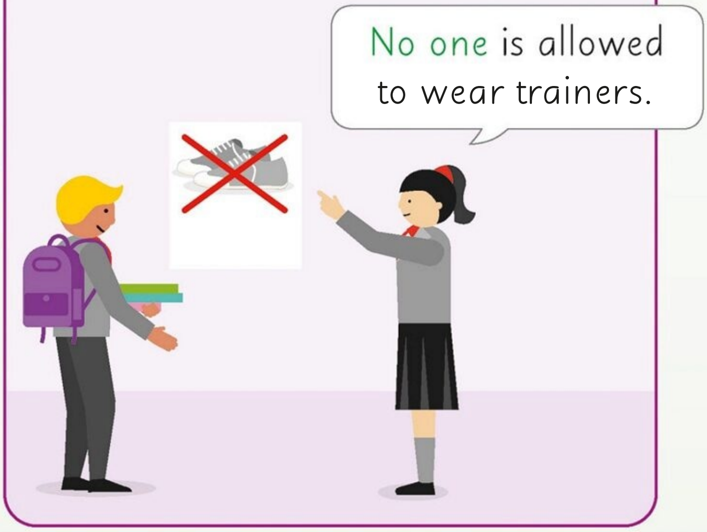
I invited **everyone** in my class to my birthday party.

The teacher asked **everyone** to be quiet.

Is **everyone** having fun?

54.4 "No one"

Use **no one** to talk about no people in a positive sentence.


No one is allowed to wear trainers.

Further examples

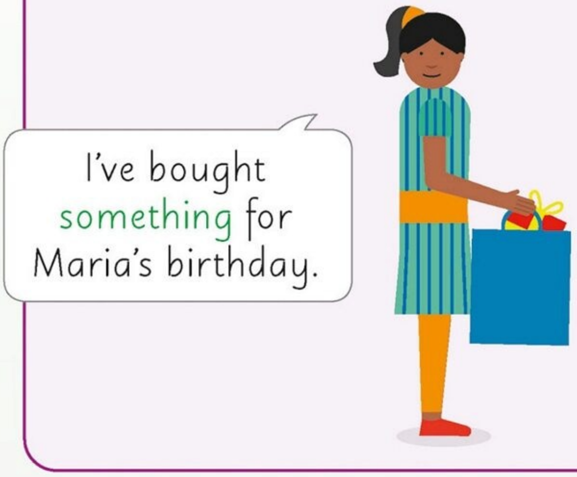
There was **no one** at the bus stop.

No one knew the answer to the question.

There's **no one** in the garden.

54.5 "Something"

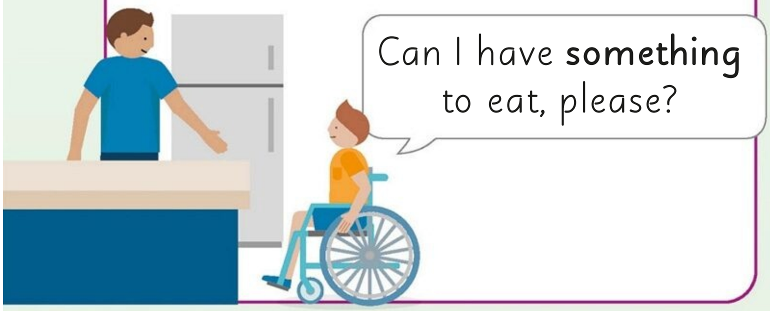
Use **something** to talk about an unspecified or unnamed thing in a positive sentence or a question.


I've bought something for Maria's birthday.

Further examples

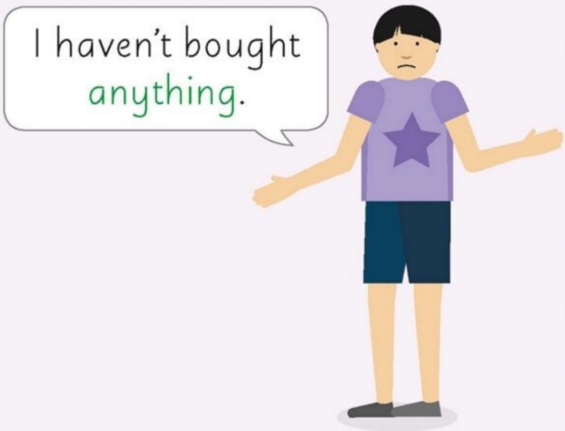
Sofia can see **something** in the box. What is it?

There's **something** in this bag. It's a surprise!


Can I have **something** to eat, please?

54.6 "Anything"

Use **anything** to talk about an unspecified or unnamed thing in a positive sentence, a negative sentence, or a question.


I haven't bought anything.

Further examples

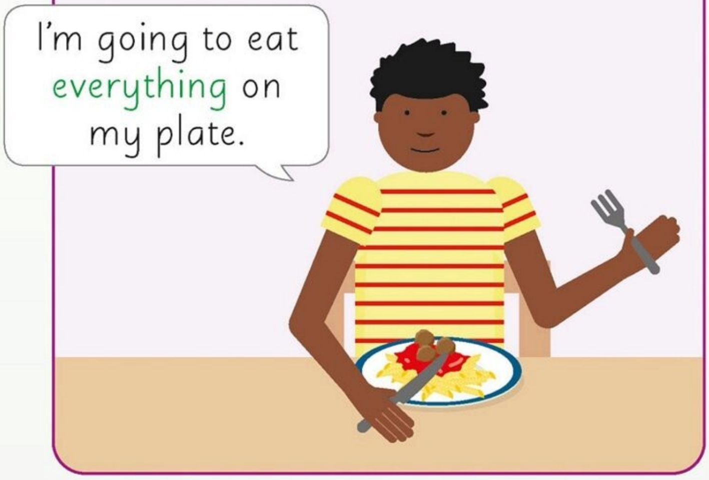
Ben is a great artist. He can draw **anything**.

It's so dark. I can't see **anything**!

Would you like **anything** to drink?

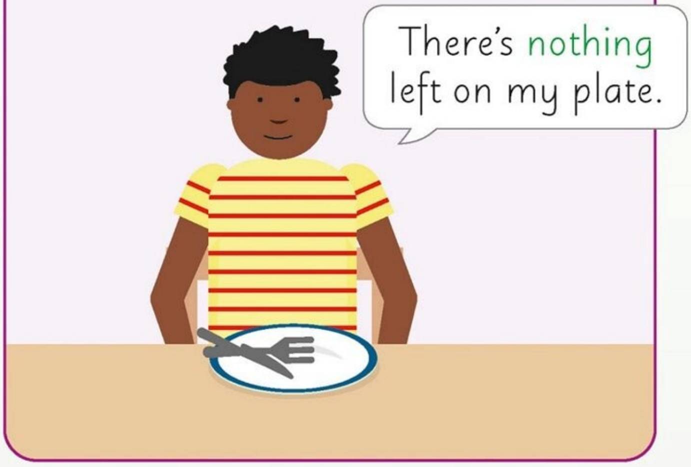
54.7 "Everything"

Use **everything** to talk about an entire group of things in a positive sentence, a negative sentence, or a question.


I'm going to eat everything on my plate.

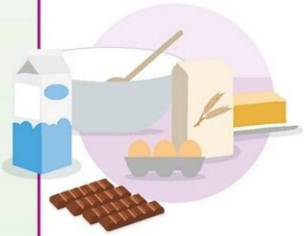
54.8 "Nothing"

Use **nothing** when there isn't anything present. Use it in a positive sentence. In a negative sentence and most questions, use **anything** instead.

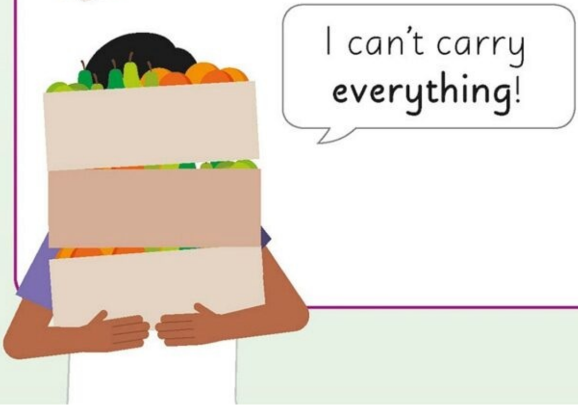

There's nothing left on my plate.

Further examples

Andy likes **everything** in this toyshop.



Have we got **everything** we need to bake a cake?


I can't carry everything!

Further examples

My room is really tidy. There's **nothing** on the floor!

I'm bored. There's **nothing** to do!

There's **nothing** in this bag. It's empty.

55 Possessive adjectives

See also:
Possessive pronouns **56**
Possessive apostrophes **57**

Poppy is my cat.

George is her cat.

55.1 Possessive adjectives

Use possessive adjectives before a noun. The possessive adjective changes form depending on whether the owner is singular, plural, male, or female.

subject + verb	possessive adjective	noun
Poppy is	my	cat.

This means that the cat belongs to me.

Poppy is	your his her its our your their	cat.

There are no polite or familiar forms of **your**. **Your** is also the same if you are talking to one person or more than one person.

When to use
Use **possessive adjectives** before a noun to show who it belongs to or before a family member. The possessive adjective you use depends on who the owner is, not the noun.

55.2 Using possessive adjectives

This is **my** brother, Tom.

Use **my** to talk about something that belongs to you.

Here are **your** presents, Ben!

Use **your** to talk about something that belongs to the person you are talking to.

It's **his** birthday today.

Use **his** to talk about something that belongs to a boy or a man.

This is **her** bag.

Use **her** to talk about something that belongs to a girl or a woman.

The dog is playing with **its** ball.

Use **its** to talk about something that belongs to an animal or an object.

This is **our** new computer.

Use **our** to talk about something that belongs to a group of at least two people that includes yourself.

Is this **your** puppy?

Use **your** to talk about something that belongs to the people you are talking to.

They are playing with **their** toys.

Use **their** to talk about something that belongs to a group of people or things.

56 Possessive pronouns

See also:
Possessive adjectives **55**
Possessive apostrophes **57**

56.1 How to form: Possessive pronouns

Possessive pronouns replace a singular or plural noun and tell you who it belongs to.

This rocket is **my rocket**.

This rocket is **mine**.

Mine replaces **my rocket**.

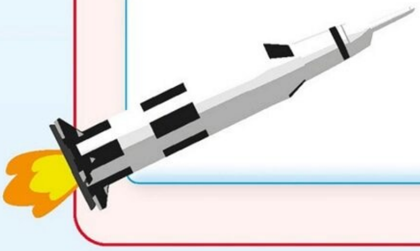
This rocket is

mine.

yours.

his.
hers.

ours.
yours.
theirs.



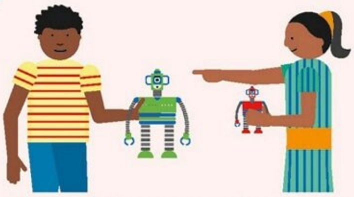
There are no polite or familiar forms of **yours**. **Yours** is also the same when you're talking to one person or more than one person.

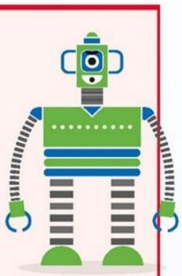
When to use

Use **possessive pronouns** to talk about something someone owns. The possessive pronoun you use depends on who the owner is, not what the noun is. There is no possessive pronoun for **it**.

my	your	his	her	our	your	their	possessive adjectives
mine	yours	his	hers	ours	yours	theirs	possessive pronouns

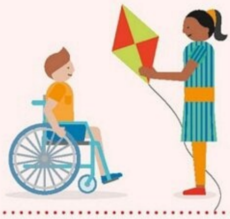
56.2 Using possessive pronouns





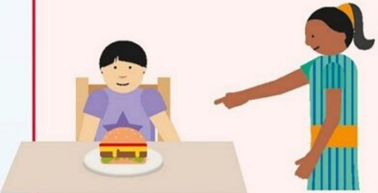
Your robot is bigger than mine.

Use **mine** to talk about something that belongs to you.



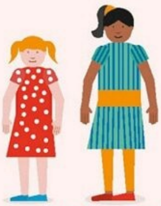
Is this kite yours?

Use **yours** to talk about something that belongs to the person you are talking to.



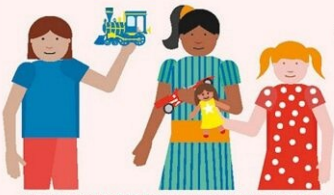
That burger is his.

Use **his** to talk about something that belongs to a boy or a man.



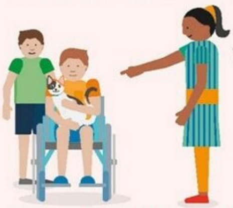
My dress is green and hers is red.

Use **hers** to talk about something that belongs to a girl or a woman.



These toys are ours.

Use **ours** to talk about something that belongs to a group of at least two people that includes yourself.

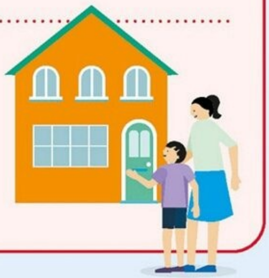


Is that cat yours?

Use **yours** to talk about something that belongs to the people you are talking to.

That house is theirs.

Use **theirs** to talk about something that belongs to two or more people.



57 Possessive apostrophes

That is Ben's house.

57.1 How to form: Possessive apostrophes

To show that someone or something owns something, add **'s** or sometimes just **'** after a noun or someone's name.

That is the house of Ben.

↓

That is Ben's house.

For most names or singular nouns, add **'s**.

James's house

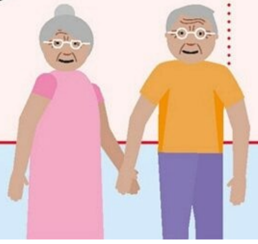
James' house

For names or singular nouns that end with an **s**, add **'s** or just **'**.

When to use
Use **possessive apostrophes** to show possession.

My grandparents' house

For plural nouns that end with an **s**, just add **'**.

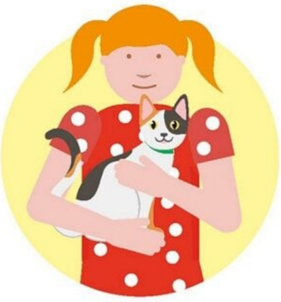


The children's house

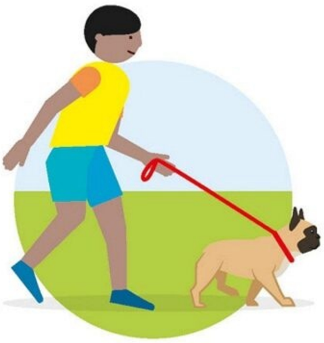
For plural nouns that don't end with an **s**, add **'s**.

See also:
Possessive adjectives **55**
Possessive pronouns **56**

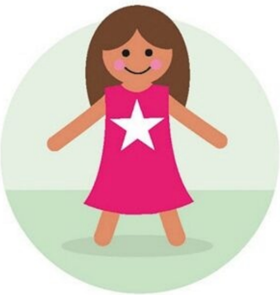
Further examples



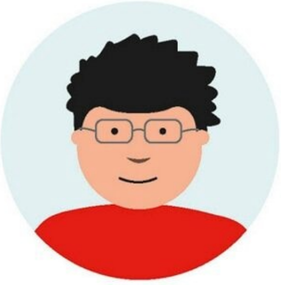
This is Maria**'s** cat.



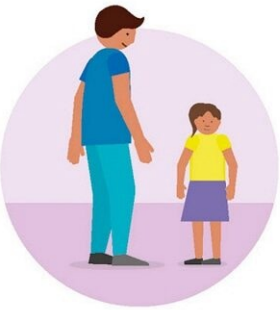
Thomas**'s** dog is small.



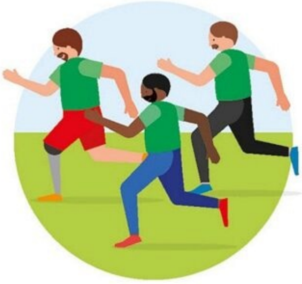
The doll**'s** dress is pink.



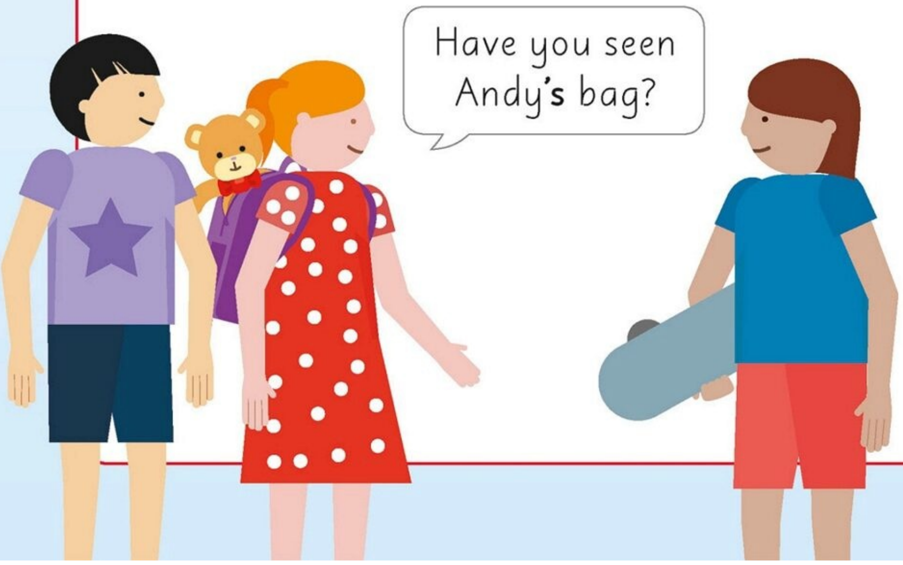
Chris**'** hair is black.

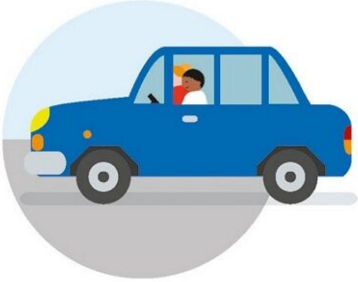


Amy**'s** dad is very tall.



The men**'s** T-shirts are green.


Have you seen Andy**'s** bag?



This is my parents**'** car.

58 Relative pronouns

See also:
Clauses **R6**

Use the relative pronouns **who**, **that**, **which**, and **where** to introduce relative clauses. Relative clauses give more information about something you've already mentioned in the main clause.

58.1 "who" and "that"

This is my friend. He likes robots.

relative pronoun

This is my friend [who / that] likes robots.

Main clause

Relative clause

When to use
Use **who** or **that** to introduce relative clauses about people.

58.2 "which" and "that"

Ben drew a picture. It was very nice.

relative pronoun

Ben drew a picture [which / that] was very nice.

Main clause

Relative clause

When to use
Use **which** or **that** to introduce relative clauses about things.

58.3 "where"

This is the field. We play baseball here.

relative pronoun

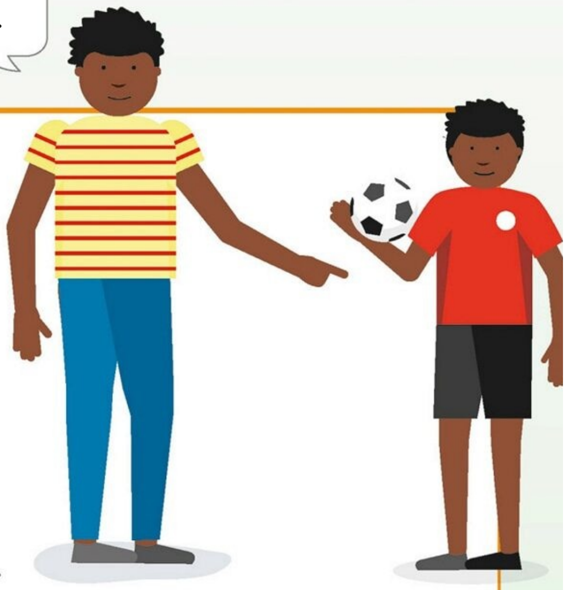
This is the field [where] we play baseball.

Main clause

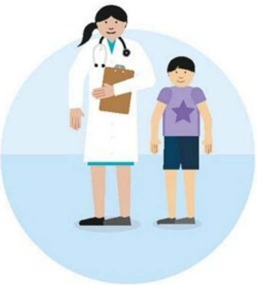
Relative clause

When to use
Use **where** to introduce relative clauses about places.

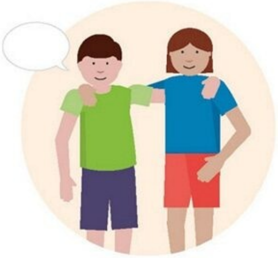
It's my brother **that** plays football, not me.



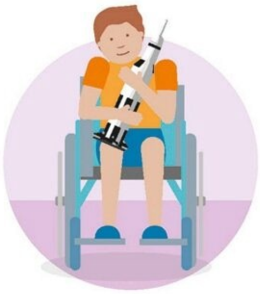
Further examples



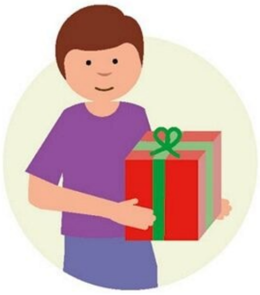
I've got a sister **who** is a doctor.



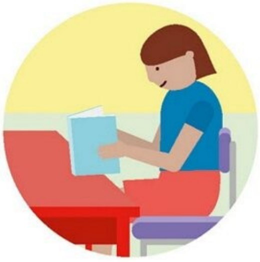
This is my cousin **who** speaks English.



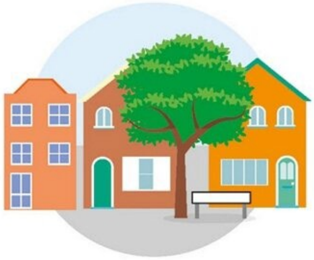
I bought a new toy **which** I love.



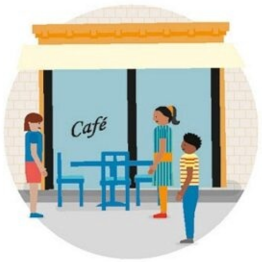
This is the present **that** Andy gave me.



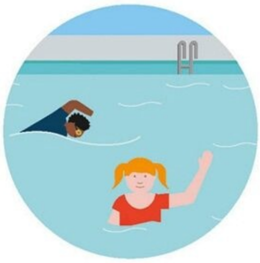
She read a book **that** was really interesting.



The street **where** I live is called Main Street.



This is the cafe **where** we met Sofia.



This is the pool **where** they swim on Saturdays.

59 "There is" and "there are"

See also:
Nouns **50**
"There was" and "there were" **60**

59.1 How to form: "There is" and "there are"

Use **there is** or **there's** before singular and uncountable nouns.

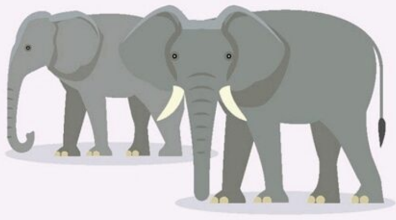
There	is	singular/uncountable noun
There	is	one giraffe.

Use **there is** to talk about one thing or an uncountable noun.

There's

We often shorten **there is** to **there's**.

Use **there are** before plural nouns.

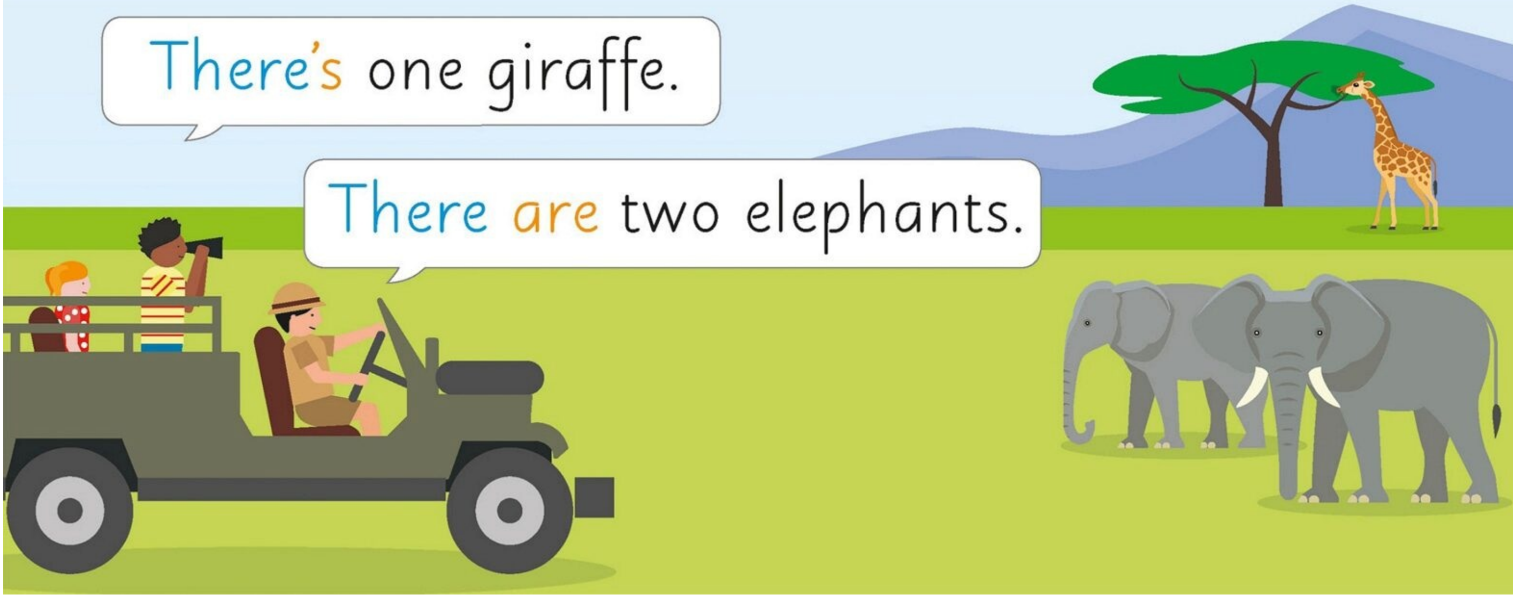


There	are	plural noun
There	are	two elephants.

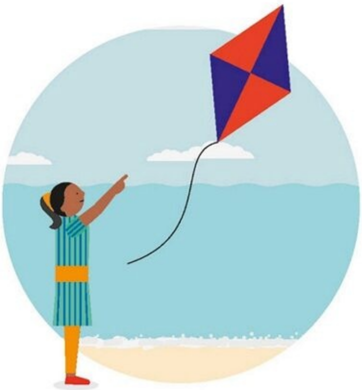
Use **there are** to talk about more than one thing.

When to use

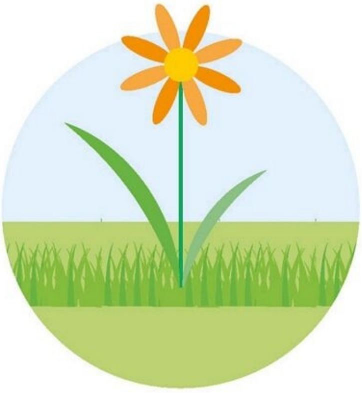
Use **there is** or **there are** to talk about something or more than one thing that is present in the current moment.


There's one giraffe.
There are two elephants.

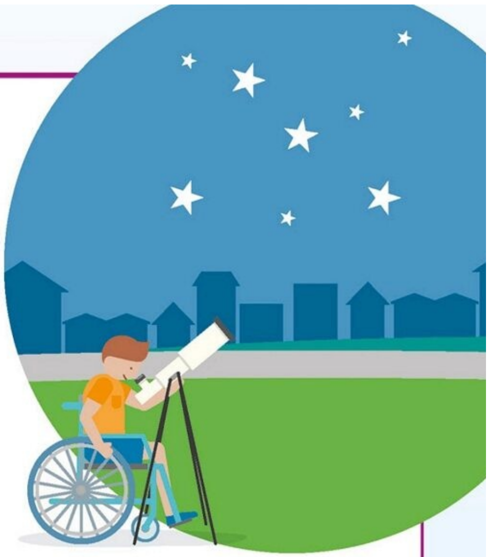
Further examples



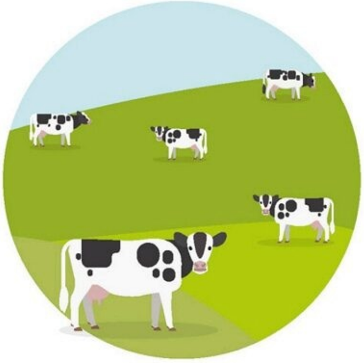
There's a kite.



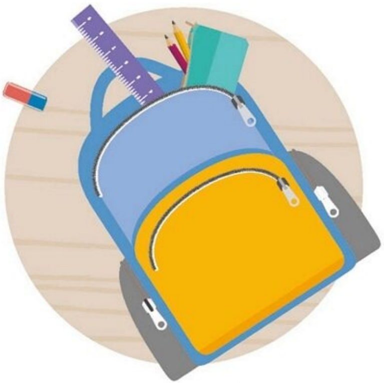
There is one orange flower.



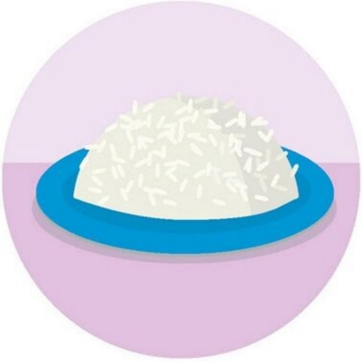
There are eight stars in the sky.



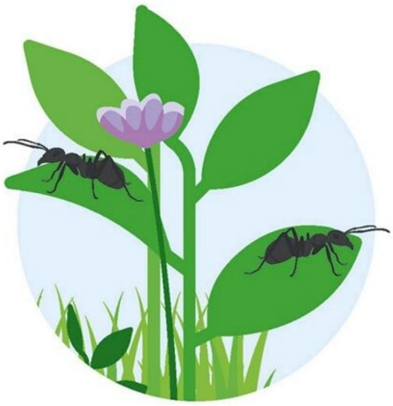
There are some cows in the field.



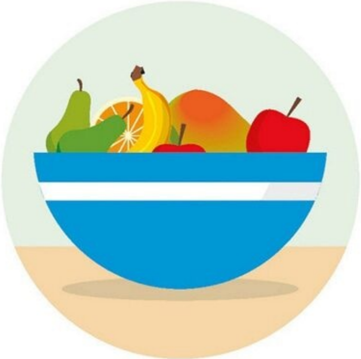
There's a bag on the floor.



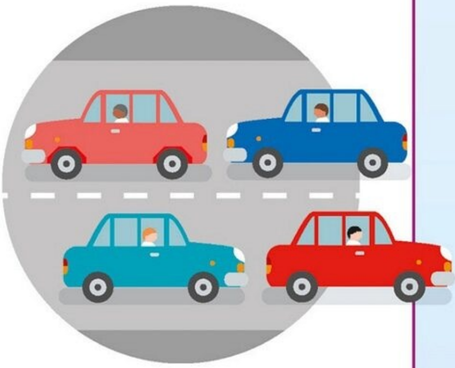
There is some rice on my plate.



There are two ants.



There's some fruit in the bowl.



There are four cars.

59.2 How to form: Negatives with "there is" and "there are"

To form negatives with **there is** and **there are**, put **not** after **is** or **are**.
Use **there is not** before singular or uncountable nouns.

There is a hippo.

There is not a hippo.

There isn't a hippo.

Use **there are not** before plural nouns.

There are some lions.

There are not any lions.

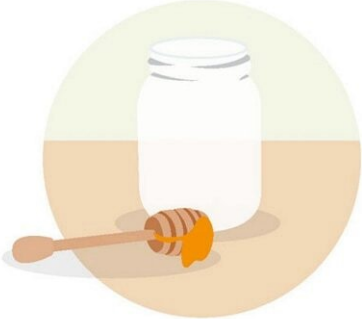
There aren't any lions.

Some becomes **any**. Go to 45.2 to find out more.

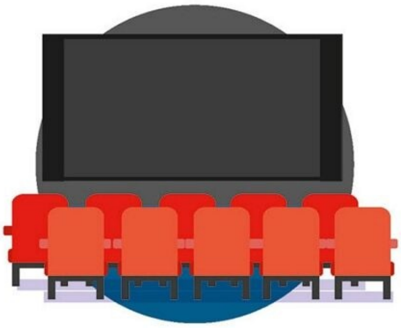
When to use

Use **there is** or **there are** negatives to talk about something or more than one thing that is not present in the current moment.

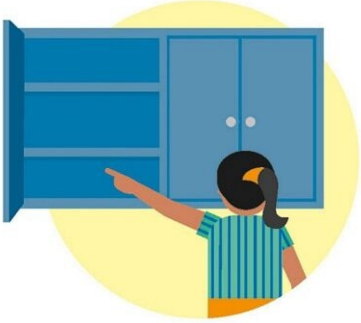
Further examples



There isn't any honey left.



There aren't any people in the cinema.

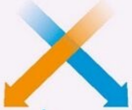


There isn't any food in the cupboard.

59.3 How to form: Questions with “there is” and “there are”

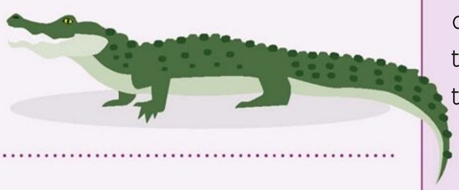
To form questions with **there is** and **there are**, put **is** or **are** before **there**.
Use **is there** before singular or uncountable nouns.

There is a crocodile.



Is there a crocodile?

Put **is** before **there**.

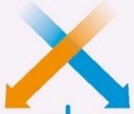


When to use

Use questions with **there is** or **there are** to ask if something or more than one thing is present in the current moment.

Use **are there** before plural nouns.

There are some lizards.



Are there any lizards?

Put **are** before **there**.

Some becomes **any**. Go to 45.2 to find out more.

Further examples

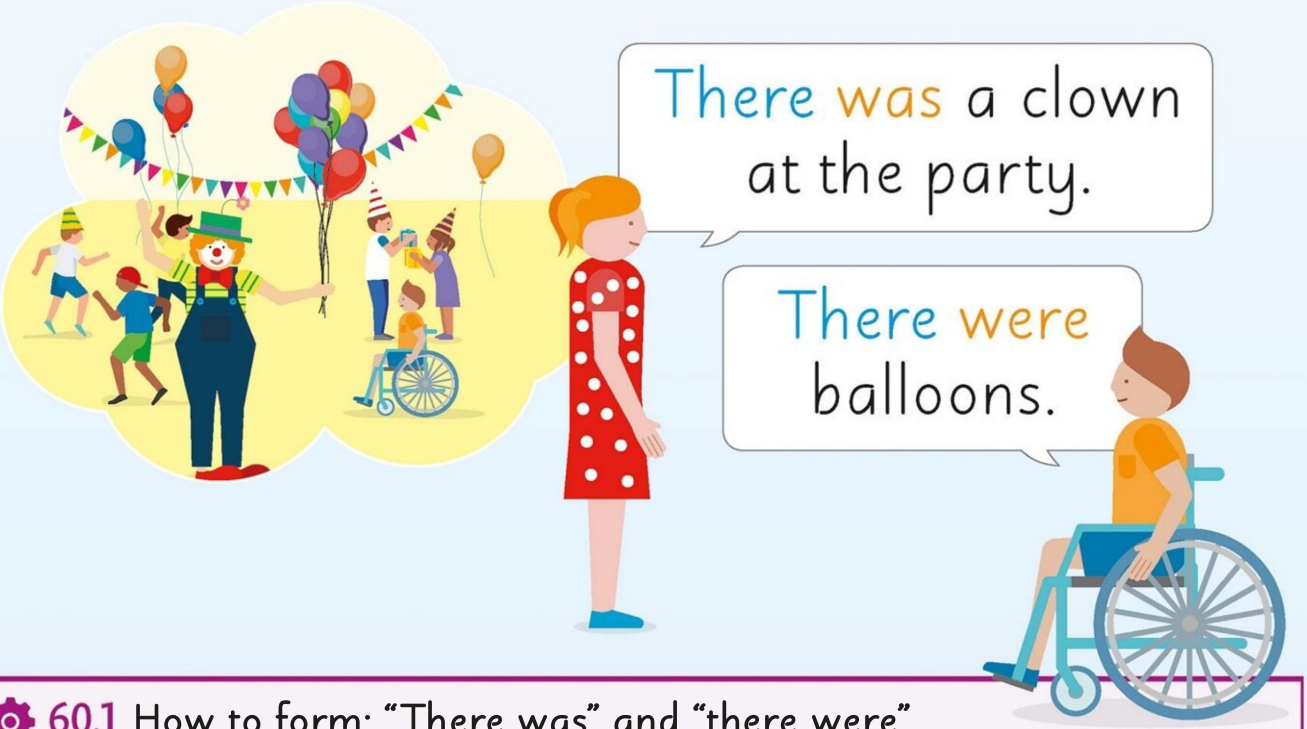
Is there a train station in your town?

Are there any toys in your room?

Is there any milk in the jug?

60 “There was” and “there were”

See also:
Nouns **50**
“There is” and “there are” **59**


There was a clown at the party.
There were balloons.

60.1 How to form: “There was” and “there were”

Use **there was** before singular or uncountable nouns.

There	was	singular/uncountable noun
There	was	a clown.

Use **there was** to talk about one thing or an uncountable noun.

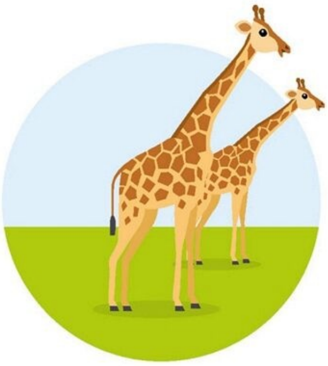
Use **there were** before plural nouns.

There	were	plural noun
There	were	balloons.

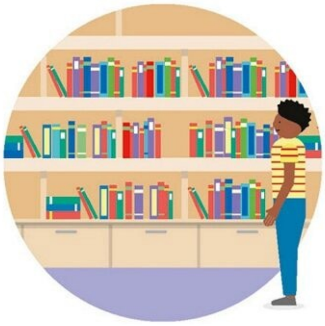
Use **there were** to talk about more than one thing.

When to use
Use **there was** or **there were** to talk about something or more than one thing that was present in the past.

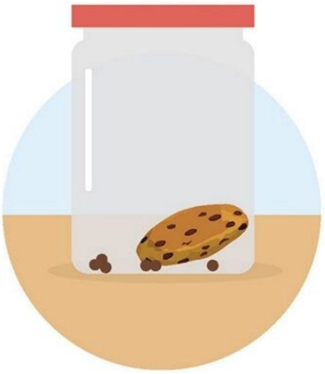
Further examples



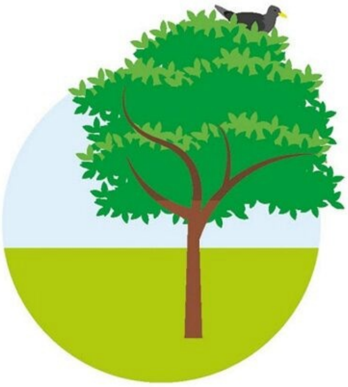
There were two giraffes.



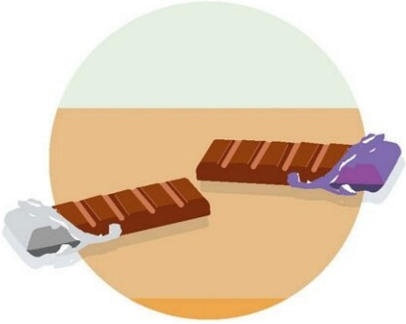
There were lots of books in the library.



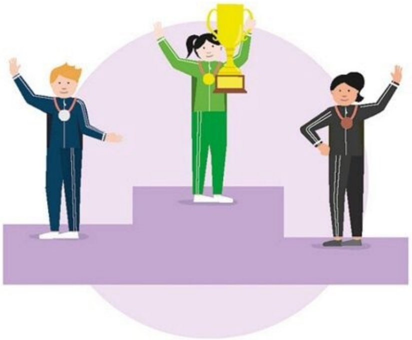
There was one biscuit in the jar.



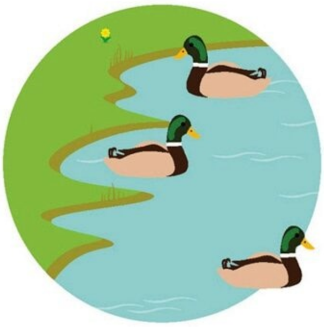
There was a bird in the tree.



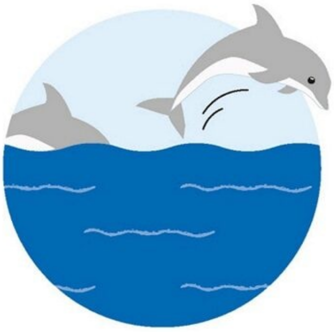
There was some chocolate on the table.



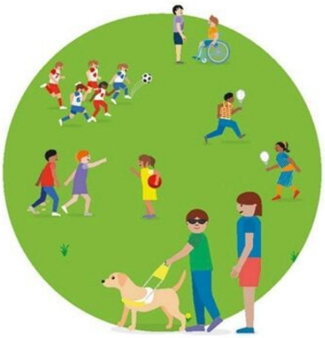
There was a competition at school today.



There were three ducks in the water.



There were dolphins in the sea.



There were some children at the park.

60.2 How to form: Negatives with “there was” and “there were”

To form negatives with **there was** and **there were**, put **not** after **was** or **were**.
Use **there was not** before singular or uncountable nouns.

There was a cake at the party.

There was not a cake at the party.

There wasn’t a cake at the party.

Use **there were not** before plural nouns.

There were some games at the party.

There were not any games at the party.

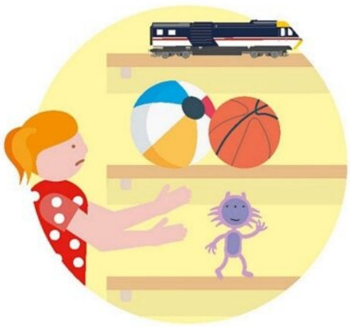
There weren’t any games at the party.

Some becomes **any**. Go to 45.2 to find out more.

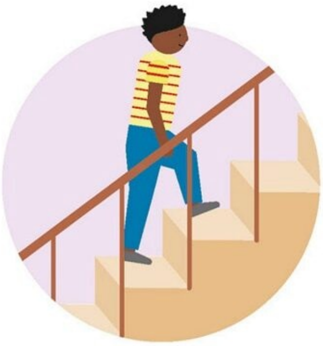
When to use

Use **there was** or **there were** negatives to talk about something or more than one thing that was not present in the past.

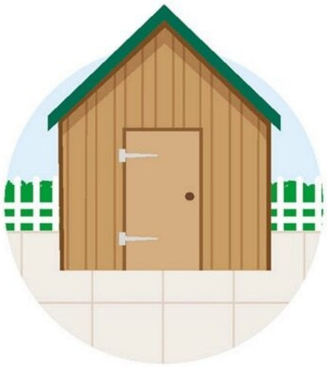
Further examples



There weren’t any teddy bears in the toyshop.



There wasn’t a lift, so I used the stairs.



There wasn’t any grass in the garden.

60.3 How to form: Questions with "there was" and "there were"

To form questions with **there was** and **there were**, put **was** or **were** before **there**. Use **was there** before singular or uncountable nouns.

There was music.

Was there music?

Put **was** before **there**.

When to use
Use questions with **there was** or **there were** to ask if something or more than one thing was present in the past.

Use **were there** before plural nouns.

There were presents.

Were there presents?

Put **were** before **there**.

Further examples

Was there a swimming pool at your hotel?

Were there lots of people at the beach?

Was there any juice at the shop?

61 Numbers

We use numbers to count and to say how many of something there are.

See also:
Quantity **62**
Syllables **R4**

61.1 Numbers

0	**1**	**2**	**3**	**4**	**5**
zero	one	two	three	four	five
6	**7**	**8**	**9**	**10**	**11**
six	seven	eight	nine	ten	eleven
12	**13**	**14**	**15**	**16**	**17**
twelve	thirteen	fourteen	fifteen	sixteen	seventeen
18	**19**	**20**	**21**	**22**	**23**
eighteen	nineteen	twenty	twenty-one	twenty-two	twenty-three
24	**25**	**26**	**27**	**28**	**29**
twenty-four	twenty-five	twenty-six	twenty-seven	twenty-eight	twenty-nine
30	**40**	**50**	**60**	**70**	**80**
thirty	forty	fifty	sixty	seventy	eighty
90	**100**	**101**	**200**	**300**	**400**
ninety	one hundred	one hundred and one	two hundred	three hundred	four hundred
500	**600**	**700**	**800**	**900**	**1000**
five hundred	six hundred	seven hundred	eight hundred	nine hundred	one thousand

61.2 Numbers that sound similar

These numbers sound very similar. Make sure you stress the correct syllable to avoid confusion.

Stress the last syllable.

Stress the first syllable.

13	thirteen	30	thirty
14	fourteen	40	forty
15	fifteen	50	fifty
16	sixteen	60	sixty
17	seventeen	70	seventy
18	eighteen	80	eighty
19	nineteen	90	ninety

61.3 Ordinal numbers

We use ordinal numbers to count what position something is in a list.

1st	first
2nd	second
3rd	third
4th	fourth
5th	fifth
6th	sixth
7th	seventh
8th	eighth
9th	ninth
10th	tenth
11th	eleventh
12th	twelfth
13th	thirteenth
14th	fourteenth
15th	fifteenth
16th	sixteenth
17th	seventeenth
18th	eighteenth
19th	nineteenth
20th	twentieth
21st	twenty-first
22nd	twenty-second
23rd	twenty-third
24th	twenty-fourth
25th	twenty-fifth
26th	twenty-sixth
27th	twenty-seventh
28th	twenty-eighth
29th	twenty-ninth
30th	thirtieth
31st	thirty-first

62 Quantity

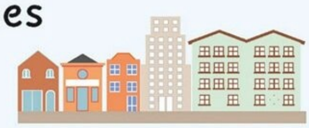
English has several words to talk about how many or how much of something there is.

See also:
Articles **45**
Nouns **50**

62.1 Quantity words

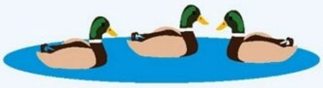
When to use

There are **some** houses near the cafe.



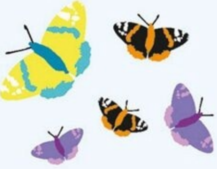
Use **some** before plural or uncountable nouns to talk about an unspecific number or amount of something.

There are **a few** ducks in the pond.



Use **a few** before plural nouns to talk about a small number of things.

I saw **lots of** butterflies in the garden.

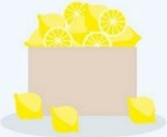


Use **lots of** or **a lot of** before plural or uncountable nouns to talk about a large number or amount of something.

There's **enough** flour to make this cake.

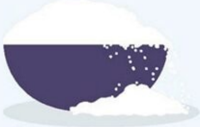
Use **enough** before plural or uncountable nouns when you have the number or amount of something that you need.

There are **too many** lemons!



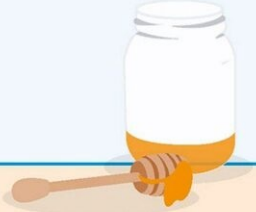
Use **too many** before plural nouns when you have more things than you need.

There's **too much** sugar in the bowl.



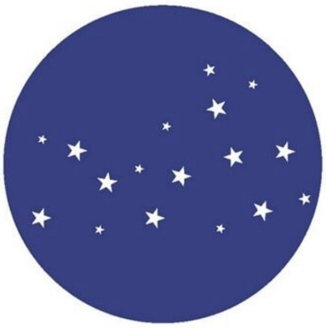
Use **too much** before uncountable nouns when you have more of something than you need.

There's **a little** honey, but we need more.

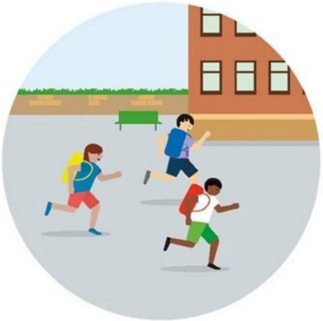


Use **a little** or **a little bit of** before uncountable nouns when there's a small amount of something.

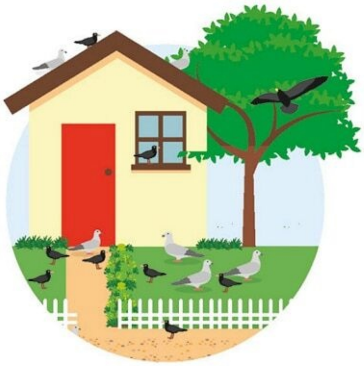
Further examples



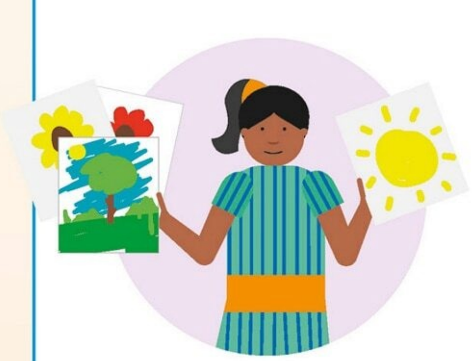
There are **some** stars in the sky.



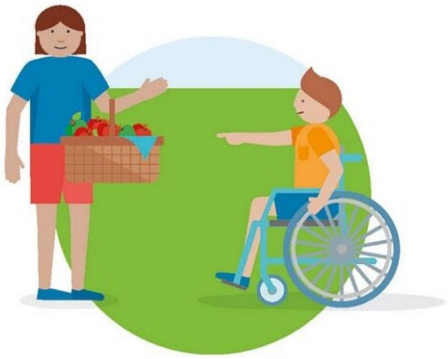
A few children were late to school today.



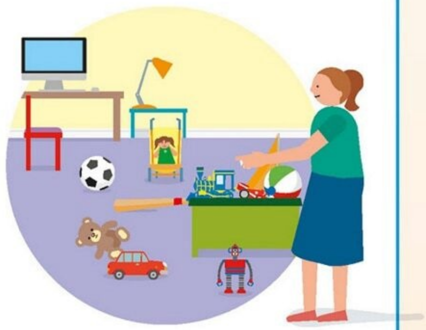
There are **lots of** birds in the garden.



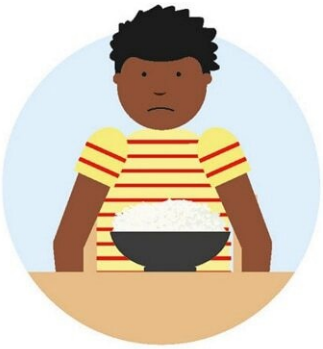
I painted **a lot of** pictures today.



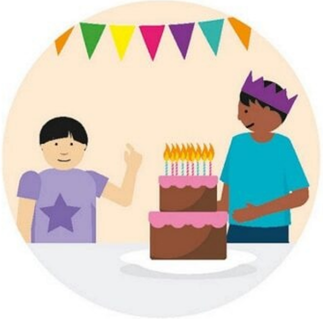
We have got **enough** apples for the picnic.



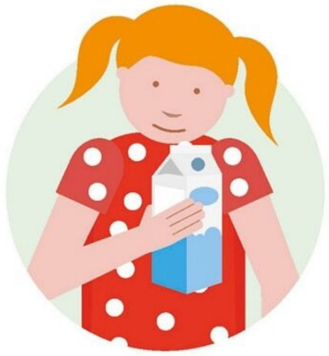
There are **too many** toys on the floor.



I have got **too much** rice in my bowl.



Can I have **a little bit of** cake, please?

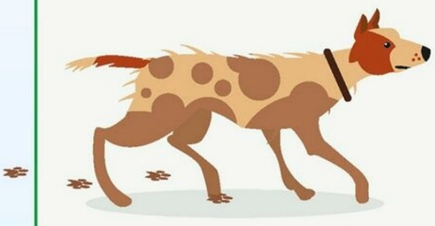


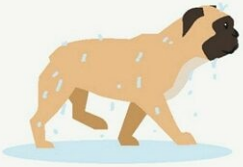
There's **a little** milk left.

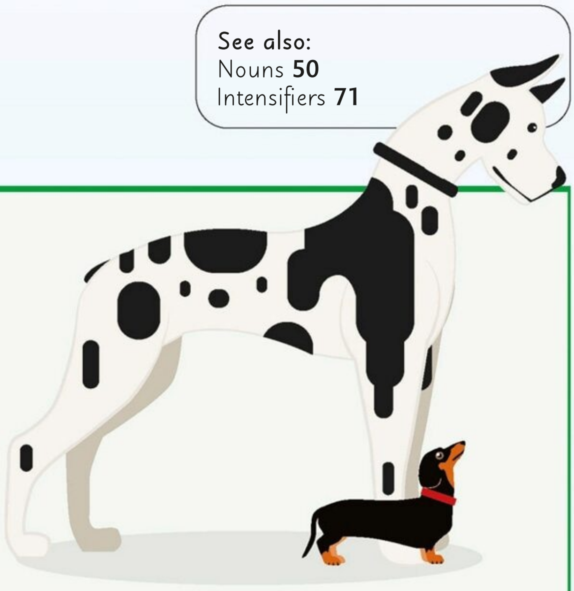
63 Adjectives

See also:
Nouns **50**
Intensifiers **71**

63.1 Using adjectives


a **dirty** dog


a **wet** dog


a **big** dog

a **small** dog

63.2 How to form: Adjectives

In English, adjectives usually come before the noun. They stay the same when describing singular nouns and plural nouns.

When to use
Use **adjectives** to describe a noun.

start of sentence	adjective	singular noun
It is a	small	dog.

The adjective comes before the noun.

start of sentence	adjective	plural noun
They are	small	dogs.

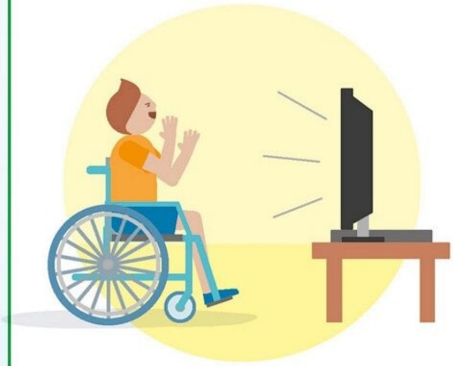
The adjective stays the same for a plural noun.

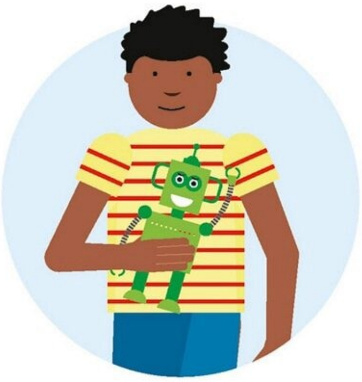
Adjectives can come after the noun when they follow some verbs like **to be**.

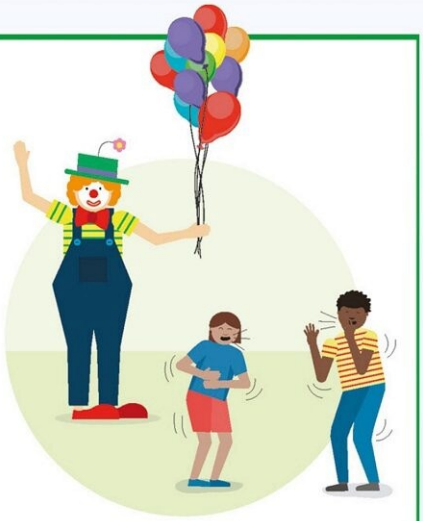
subject	to be	adjective
The dog	is	small.

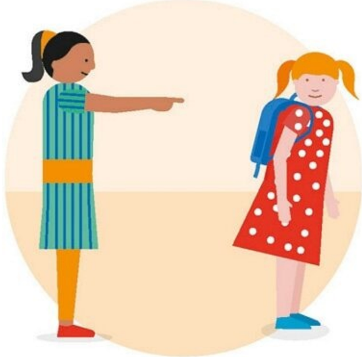
The adjective comes after the verb **to be**.

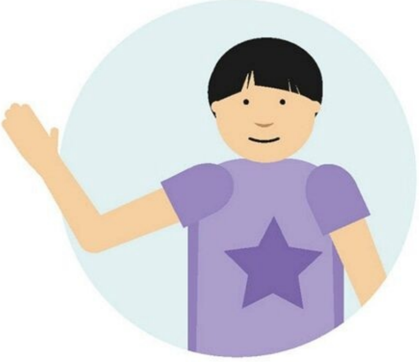
Further examples

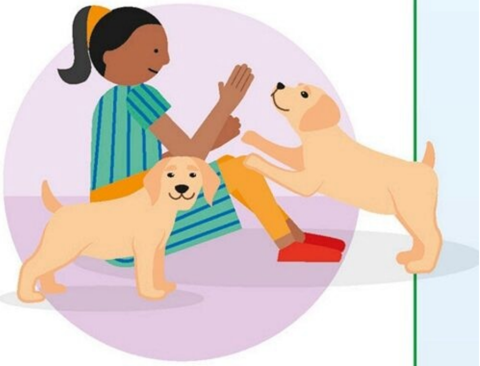

I love **funny** films.

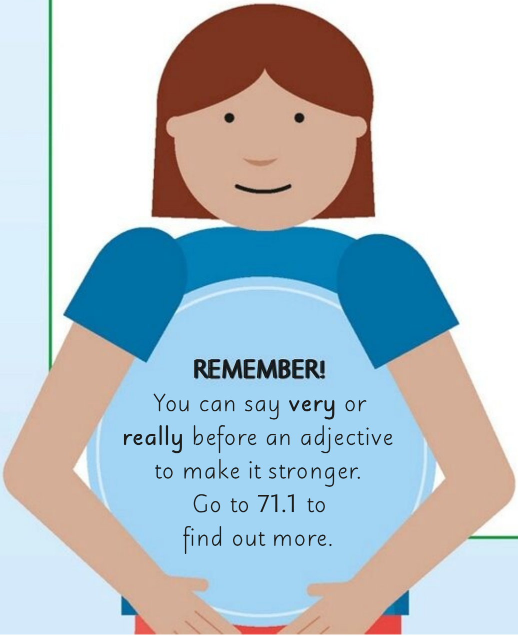

I have got a **new** robot.

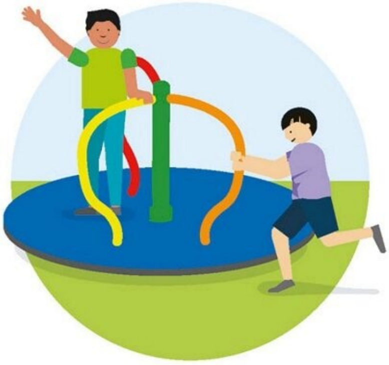

The clown was very **silly**.

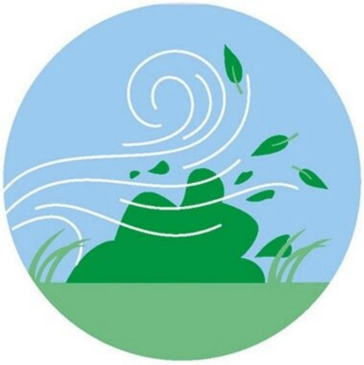

I like your **blue** bag.


Andy's wearing a **purple** T-shirt.


My dogs are **friendly**.

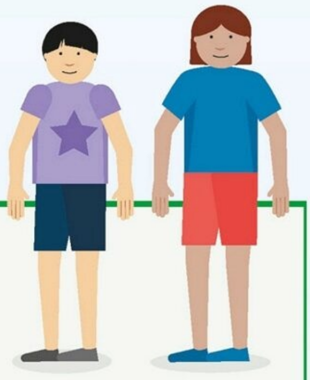

REMEMBER!
You can say **very** or **really** before an adjective to make it stronger. Go to 71.1 to find out more.


We're really **happy**.


It's very **windy** today.

64 Comparative adjectives

I am tall. Sofia is taller.



64.1 How to form: Comparative adjectives

To form comparative adjectives for most one-syllable adjectives and some two-syllable adjectives, add **er** to the adjective.

subject	verb	comparative adjective
Sofia	is	taller.

Add **er** to the adjective, **tall**.

If you're comparing something to something else, say **than** after the comparative adjective.

subject	verb	comparative adjective	than	rest of sentence
Sofia	is	taller	than	Andy.

Say **than** after the comparative adjective.

When to use
Use **comparative adjectives** to compare two or more things.

64.2 Spelling rules: Comparative adjectives

To form these comparative adjectives, add **er** to the adjective. Sometimes, the spelling of the adjective changes before we add **er**.

tall → taller
Add **er**.

close → closer
Just add **r**.

early → earlier
Change the **y** to an **i** then add **er**.

Adjective ends consonant, vowel, consonant.
big → bigger
Write the last letter twice then add **er**.

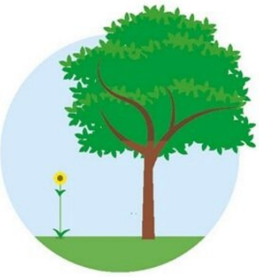
See also:
Adjectives **63**
Syllables **R4**

64.3 How to form: Irregular comparative adjectives

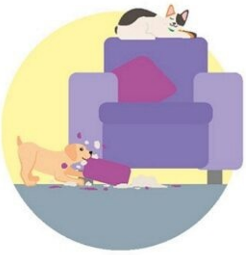
Good and **bad** have irregular comparative adjective forms.

good	bad	Adjectives
↓	↓	
better	worse	Comparative adjectives

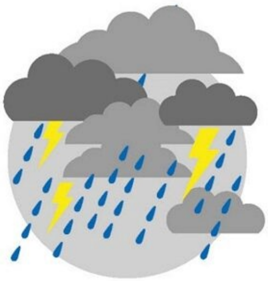
Further examples



The tree is **bigger than** the flower.

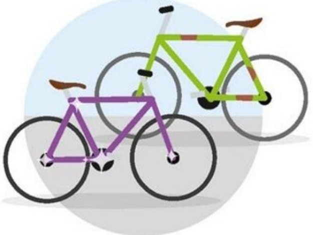


Our cat is much **lazier than** our dog.

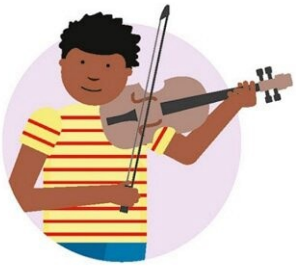


The weather was bad yesterday, but today it's **worse**.

TIP!
You can say **much** before a comparative adjective to make it stronger. Go to 71.2 to find out more.



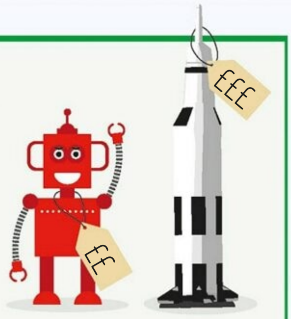
My bike is much **cleaner** than yours.



I'm quite good at the violin, and I'm getting **better**.

64.4 How to form: Long comparative adjectives

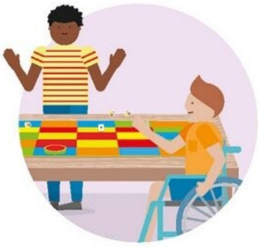
With most two-syllable adjectives and all adjectives with three or more syllables, put **more** in front of the adjective and don't add **er**. Use **less** in front of any adjective to give the opposite meaning to **more**.



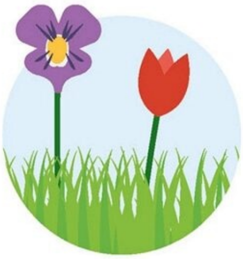
comparative adjective

subject + verb	more/less	adjective	than	rest of sentence
The rocket is	more less	expensive	than	the robot.

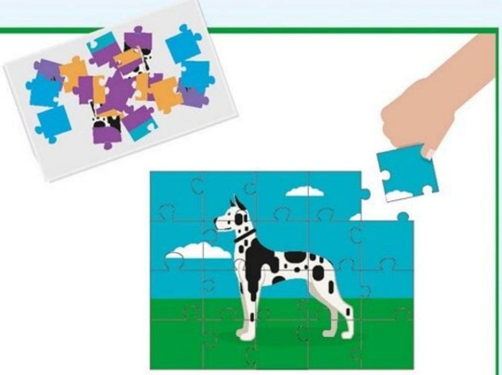
Further examples



I think board games are **more exciting than** video games.

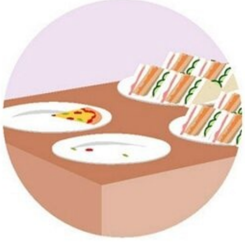


The red flower is beautiful, but the purple flower is **more beautiful.**

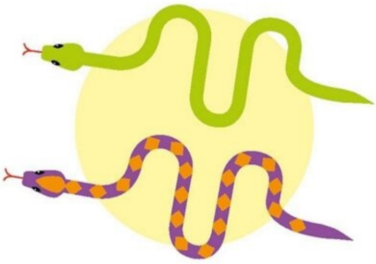


This puzzle is **less difficult than** that puzzle.

TIP!
A syllable is a part of a word. Each vowel sound in a word is a syllable. Go to **R4** to find out more.



The pizzas were **more delicious than** the sandwiches.

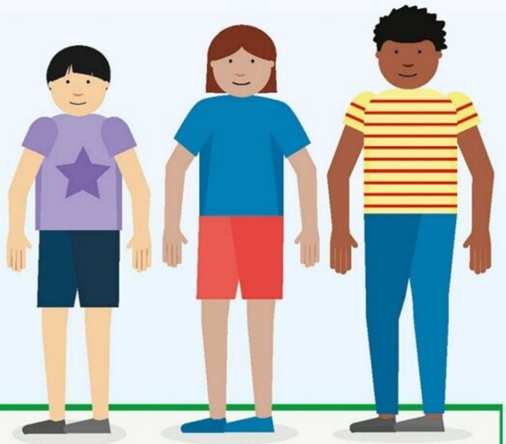


The purple snake is **more colourful than** the green snake.

65 Superlative adjectives

See also:
Adjectives **63**
Syllables **R4**

I am tall. Sofia is taller than me. Max is the tallest.



65.1 How to form: Superlative adjectives

To make superlative adjectives for most one-syllable adjectives and some two-syllable adjectives, add **est** to the adjective.

subject	verb	the	superlative adjective
I	am	the	tallest.

Put **the** before a superlative adjective.

Add **est** to the adjective, **tall**.

When to use
Use **superlative adjectives** to talk about extremes.

65.2 Spelling rules: Superlative adjectives

To form these superlative adjectives, add **est** to the adjective. Sometimes, the spelling of the adjective changes a little before we add **est**.

tall → tallest
For most adjectives, add **est**.

close → closest
Just add **st**.

early → earliest
Change the **y** to an **i** then add **est**.

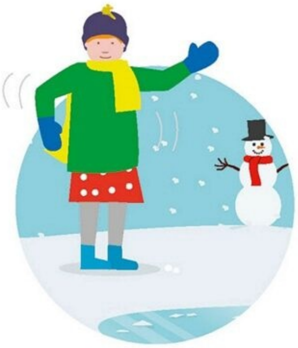
big → biggest
Adjective ends consonant, vowel, consonant.
Write the last letter twice then add **est**.

65.3 How to form: Irregular superlative adjectives

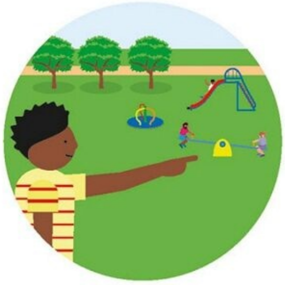
Good and **bad** have irregular superlative adjective forms.

good	bad	Adjectives
↓	↓	
better	worse	Comparative adjectives
↓	↓	
best	worst	Superlative adjectives

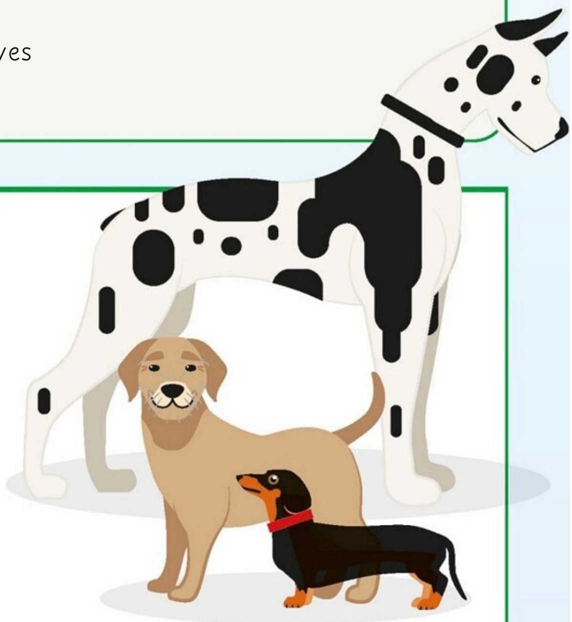
Further examples



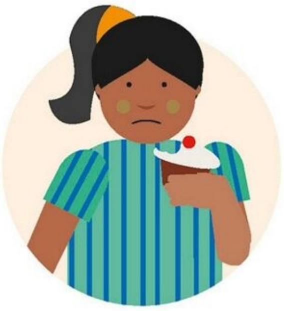
Today was **the coldest** day of the year.



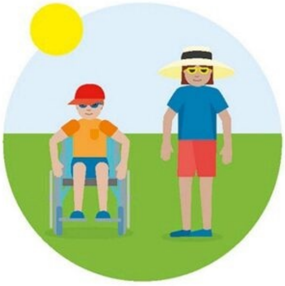
The closest park is five minutes from my house.



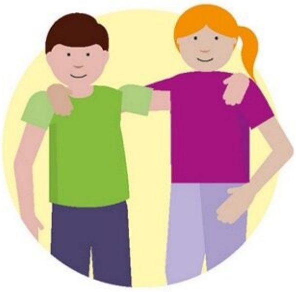
The black and white dog is **the biggest**.



This is **the worst** cake I've ever tasted.



Saturday was **the sunniest** day this week.



Jess is my **best** friend.

65.4 How to form: Long superlative adjectives

With most two-syllable adjectives and all adjectives with three or more syllables, put **the most** in front of the adjective and don't add **est**. Use **the least** in front of any adjective to give the opposite meaning to **the most**.

superlative adjective

subject + verb	the	most/least	adjective
Sara is	the	most least	excited.

Further examples

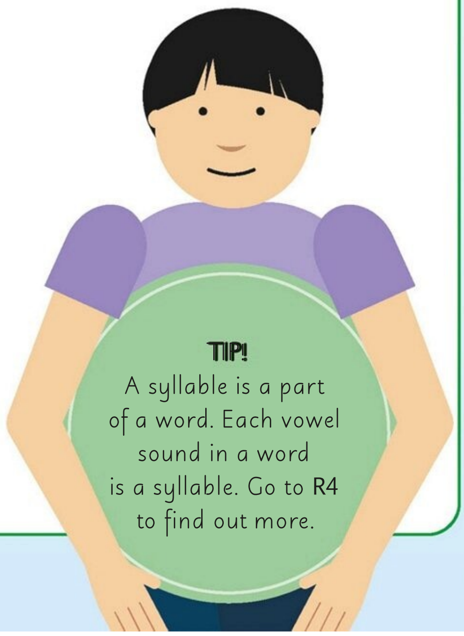
I think maths is **the most important** subject at school.

This is **the most interesting** museum in our city.

He is **the least afraid** of spiders.

The Eiffel Tower is **the most famous** landmark in Paris.

That's **the most amazing** rainbow I've ever seen!

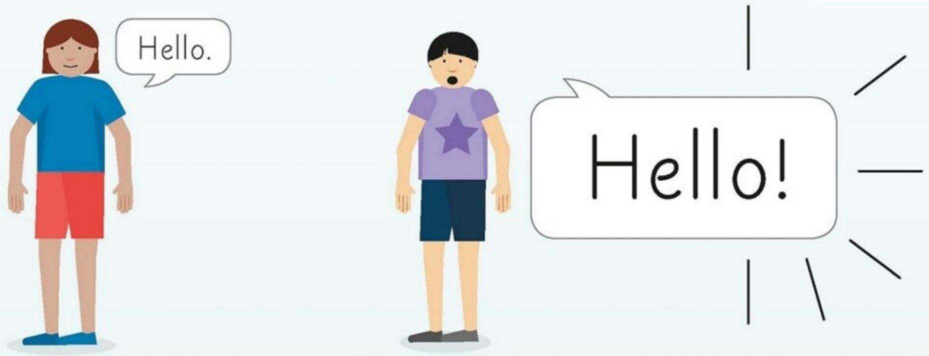


TIP!

A syllable is a part of a word. Each vowel sound in a word is a syllable. Go to R4 to find out more.

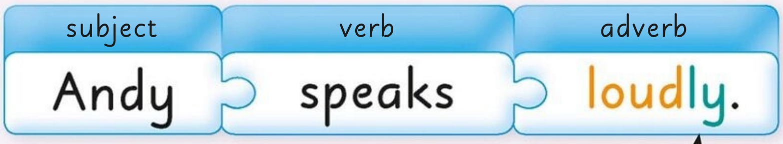
66 Adverbs of manner

See also:
Adjectives **63**
Intensifiers **71**



66.1 How to form: Adverbs of manner

To make most adverbs of manner, add **ly** to an adjective. Adverbs come after the verb they are describing. If the verb has an object, the adverb comes after the object.



Most adverbs of manner end with **ly**.

When to use

Use **adverbs of manner** to describe a verb to say how someone or something does something.

66.2 Spelling rules: Adverbs of manner

To make most adverbs of manner, add **ly** to an adjective. Sometimes the spelling of the adjective changes a little before we add **ly**.

quiet
↓
quietly

For most adverbs, add **ly**.

Adjective ends with a **y**.

easy
↓
easily

Change the **y** to an **i** then add **ly**.

Adjective ends with a consonant followed by **le**.

gentle
↓
gently

Drop the **e** then add **y**.

66.3 How to form: Irregular adverbs of manner

Some adverbs of manner are irregular. The adverb **well** doesn't look like its adjective, **good**. Some don't change from their adjective form. Here are some common irregular adverbs of manner.

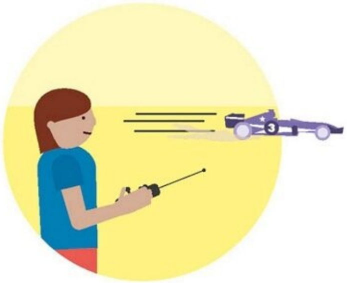
good	straight	fast	hard	early	Adjectives
↓	↓	↓	↓	↓	
well	straight	fast	hard	early	Adverbs

This adverb changes completely.

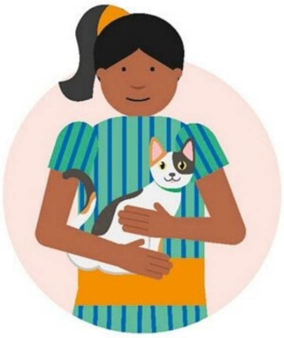
Some adverbs stay the same as their adjective form.

Adjectives that end with **ly** do not change to become adverbs.

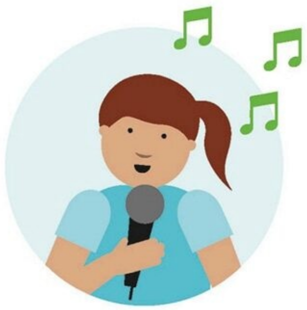
Further examples



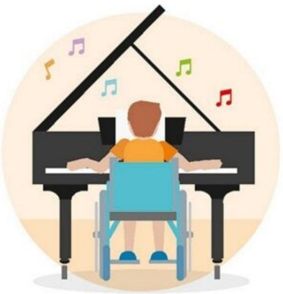
The car is moving really **fast**.



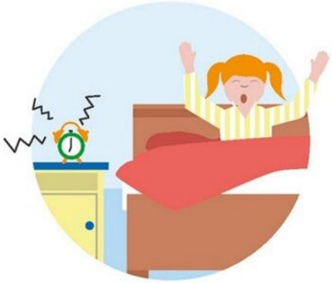
Sara stroked the cat **gently**.



She sings **beautifully**.



Ben can play the piano very **well**.



Maria had to get up **early** today.

REMEMBER!
You can say **very** or **really** before an adverb of manner to make it stronger. Go to 71.1 to find out more.

67 Comparative adverbs

See also:
Comparative adjectives **64**
Adverbs of manner **66**

I run quickly, but Sofia runs more quickly.

67.1 How to form: Comparative adverbs

To make most comparative adverbs, add **more** or **less** in front of the adverb. Say **more** when someone does something to a greater degree than someone else. **Less** has the opposite meaning.

comparative adverb

subject	verb	more/less	adverb
Sofia	runs	more less	quickly.

Add **more** or **less** before the adverb.

The adverb stays the same.

When making a comparison with something else, say **than** after the comparative adverb.

subject	verb	more/less	adverb	than	rest of sentence
Sofia	runs	more less	quickly	than	Max.

Say **than** after the comparative adverb.

When to use

Use **comparative adverbs** to compare how two or more people or things do something.

REMEMBER!
You can say **much** before a comparative adverb to make it stronger. Go to 71.2 to find out more.

67.2 How to form: Irregular comparative adverbs

Good and **bad** have irregular comparative adverb forms.

good	bad	Adjectives
↓	↓	
well	badly	Adverbs
↓	↓	
better	worse	Comparative adverbs

67.3 How to form: Short comparative adverbs

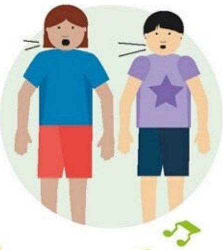
If an adjective has a comparative form ending with **er**, you can use this instead of **more** plus adverb.

subject + verb	comparative adverb	rest of sentence
Sofia runs	more quickly quicker	than Max.

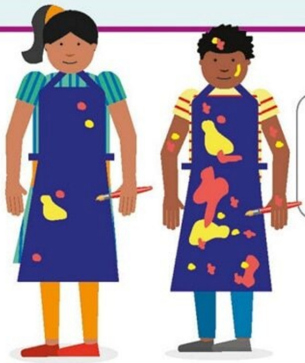
More quickly and **quicker** mean the same thing here.

REMEMBER!
To find out more about comparative adjectives, go to Unit 64.

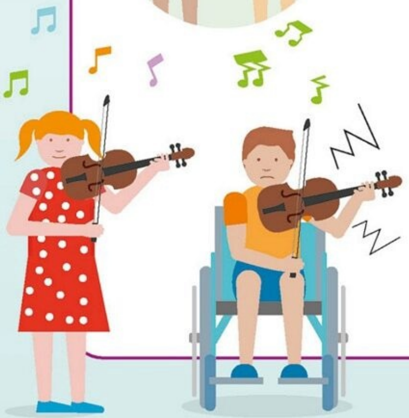
Further examples



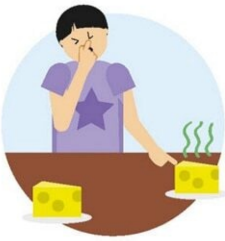
Andy speaks **louder than** Sofia.



Sara paints **more carefully than** me.



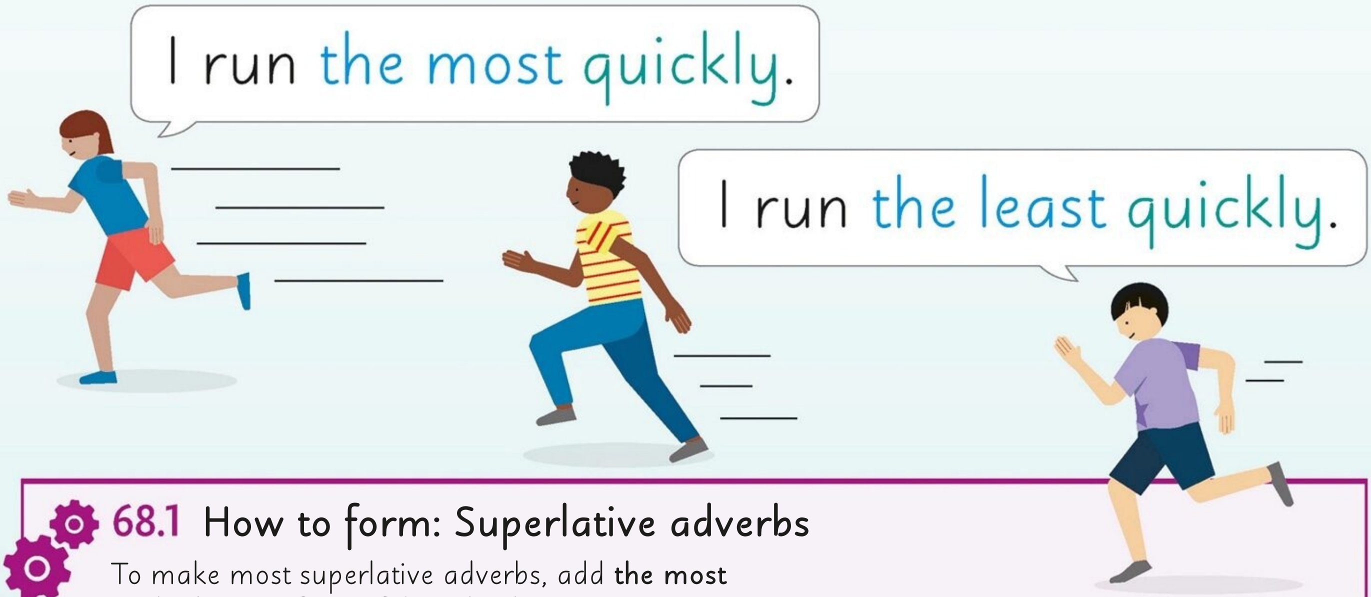
Maria plays the violin much **better than** Ben.



This cheese smells **worse than** that cheese.

68 Superlative adverbs

See also:
Superlative adjectives **65**
Adverbs of manner **66**


I run the most quickly.
I run the least quickly.

68.1 How to form: Superlative adverbs

To make most superlative adverbs, add **the most** or **the least** in front of the adverb.

			superlative adverb	
subject	verb	the	most/least	adverb
Sofia	runs	the	most least	quickly.

Say **the** before **most** or **least**.

The adverb stays the same.

When to use
Use **superlative adverbs** to describe extremes in how things are done.

Use **the most** when someone does something more than anyone else.
Use **the least** when someone does something less than anyone else.

Sofia runs the most quickly.

Andy runs the least quickly.

The least means the opposite of **the most**.

68.2 How to form: Irregular superlative adverbs

Good and **bad** have irregular superlative adverb forms.

good	bad	Adjectives
well	badly	Adverbs
better	worse	Comparative adverbs
best	worst	Superlative adverbs

68.3 How to form: Short superlative adverbs

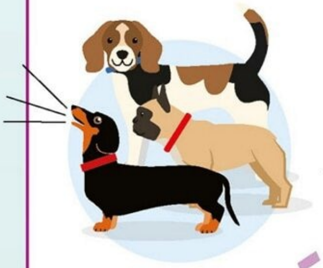
If an adjective has a superlative form ending in **est**, you can use this instead of **the most** plus adverb.

subject + verb	superlative adverb
Sofia runs	the most quickly.
	the quickest.

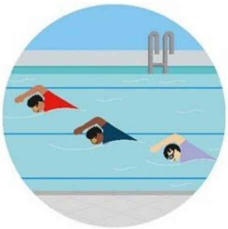
The most quickly and **the quickest** mean the same thing here.

REMEMBER!
To find out more about superlative adjectives, go to Unit 65.

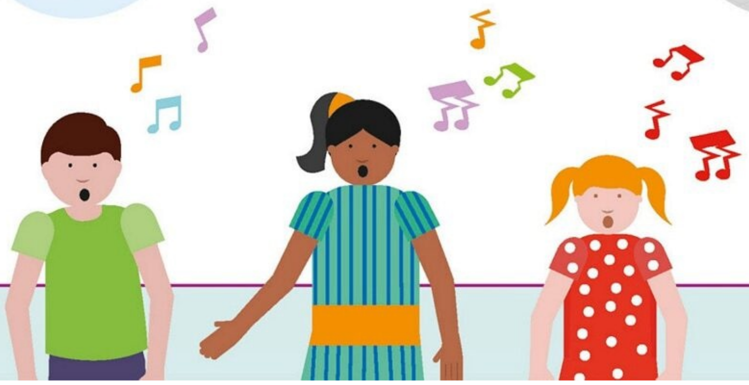
Further examples



The black dog barks **the most loudly.**



Max swims **the fastest.**



Maria sings **the least beautifully.**

69 Adverbs of time

Use adverbs of time to talk about an ongoing action in the present or to say exactly when something is happening in the present, happened in the past, or will happen in the future.

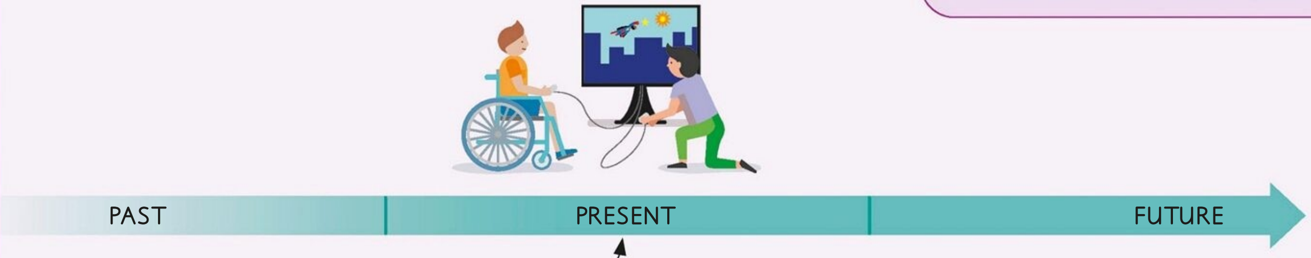
See also:
Adverbs of frequency **70**
Prepositions of time **74**

69.1 "now"

When to use

Use **now** to talk about something that is happening in the present moment.

We're playing video games now.



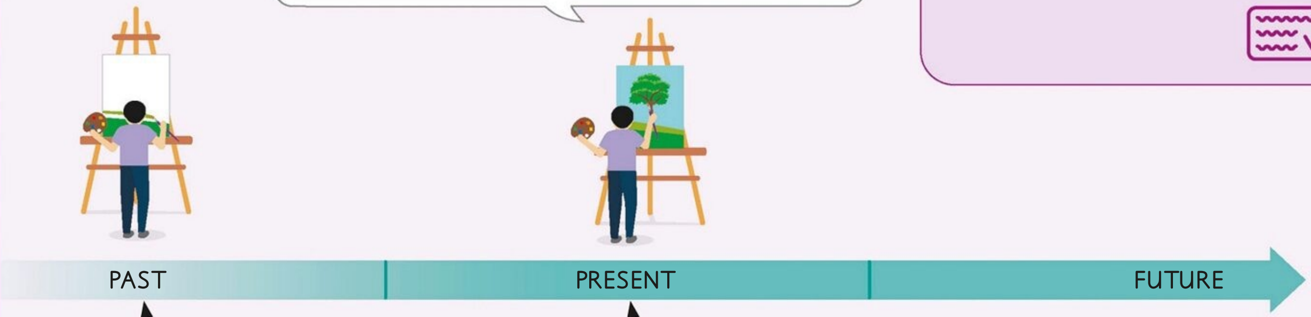
This is happening in the present moment.

69.2 "still"

When to use

Use **still** to talk about an action or state that started in the past and is continuing to happen in the present.

I am still painting my picture.

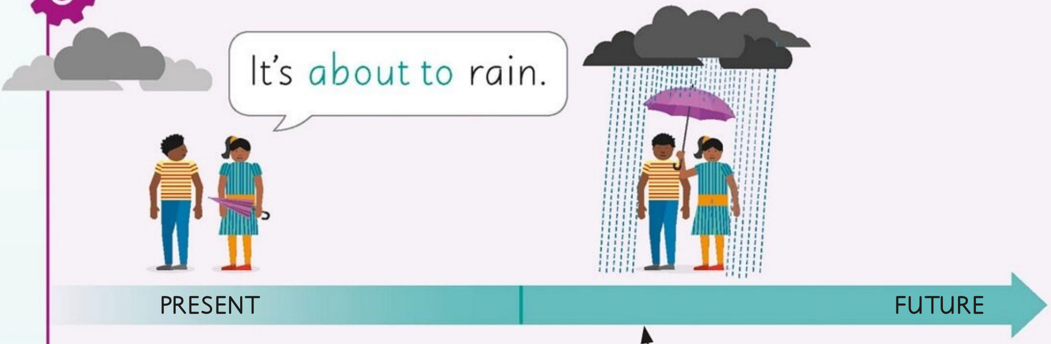


Andy started painting at some point in the past.

Andy is continuing to paint now.

69.3 "about to"

It's **about to** rain.

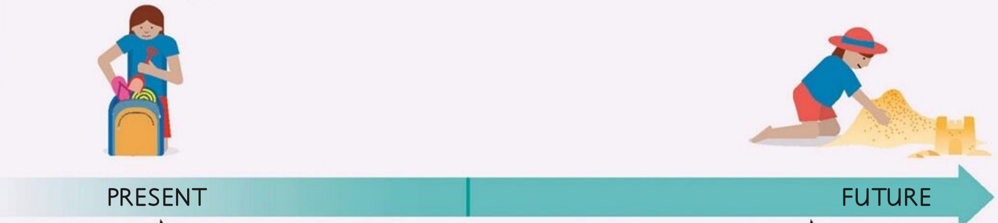


It's going to rain in the very near future.

When to use
Use **about to** to talk about something that is going to happen in the very near future.

69.4 "soon"

I'm going to the beach **soon**.



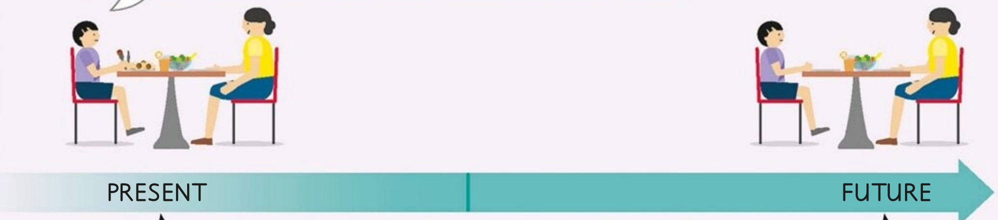
Sofia isn't at the beach now.

Sofia will be at the beach in the near future.

When to use
Use **soon** to talk about something that is going to happen in the near future.

69.5 "yet"

I haven't finished my dinner **yet**.

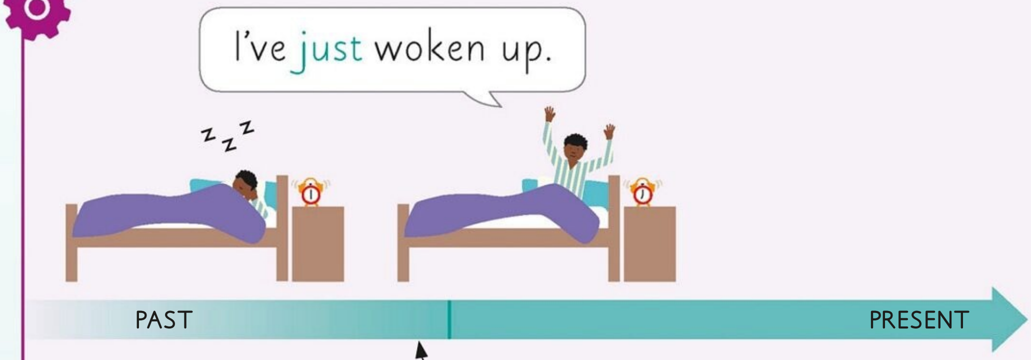


Andy hasn't finished his dinner.

Andy will finish his dinner at some point.

When to use
Use **yet** in negative sentences and questions to talk about something that hasn't happened, but will happen in the future.

69.6 "just"

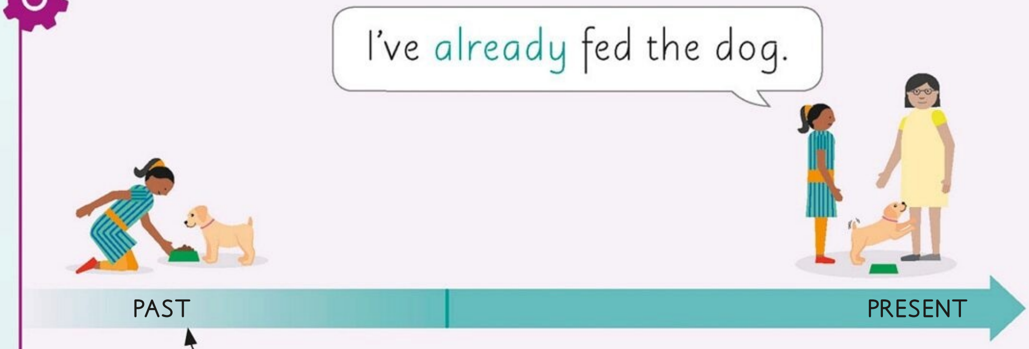

I've just woken up.
PAST
PRESENT

Max woke up in the very recent past.

When to use

Use **just** to talk about something that has happened in the very recent past.

69.7 "already"

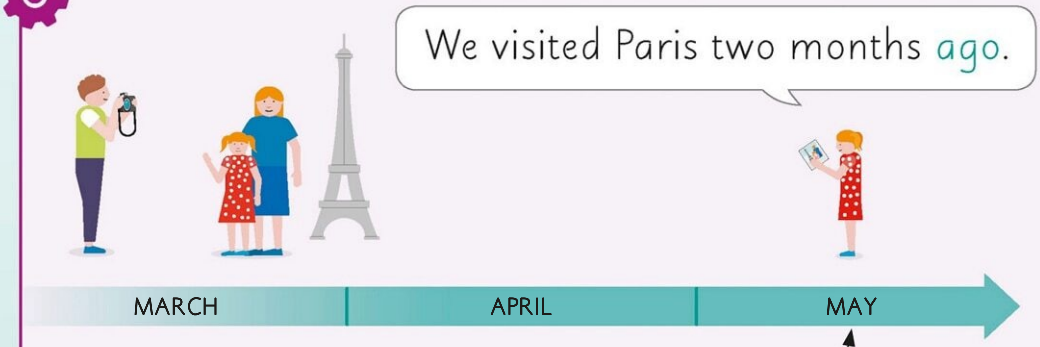

I've already fed the dog.
PAST
PRESENT

Sofia has fed the dog.

When to use

Use **already** to talk about something that has happened in the past, sometimes earlier than you expected.

69.8 "ago"


We visited Paris two months ago.
MARCH
APRIL
MAY

It is May now. Two months have passed since they went to Paris.

When to use

Use **ago** with a time marker like minutes, hours, days, months, or years to talk about how much time has passed since something happened in the past.

Further examples

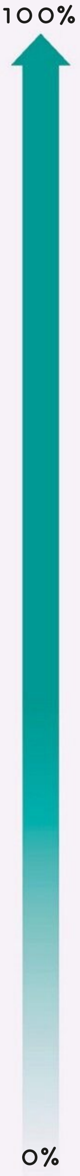
now	Use to talk about something that is happening in the present moment.	What are you doing **now**? Sorry, we have got to go **now**.
still	Use to talk about an action or state that started in the past and is ongoing.	They're **still** running the race. It's **still** raining.
about to	Use to talk about something that is going to happen in the very near future.	We're **about to** go shopping. I'm **about to** play ice hockey.
soon	Use to talk about something that is going to happen in the near future.	Dinner will be ready **soon**. Get ready to go, we're leaving **soon**.
yet	Use to talk about something that hasn't happened, but will happen in the future.	Has Andy woken up **yet**? I haven't finished my drawing **yet**.
just	Use to talk about something that has happened in the very recent past.	I've **just** washed the dishes. We've **just** arrived in Miami.
already	Use to talk about something that has happened, sometimes earlier than expected.	I've **already** done my homework. The film has **already** started.
ago	Use to talk about how much time has passed since something happened.	I took this photo three days **ago**. A week **ago**, we were in Australia.

70 Adverbs of frequency

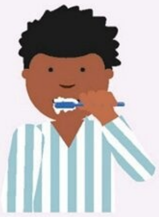
See also:
Adverbs of time **69**
Prepositions of time **74**

70.1 Using adverbs of frequency

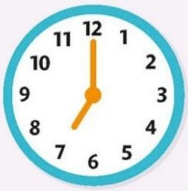
Use adverbs of frequency to talk about how often something happens.



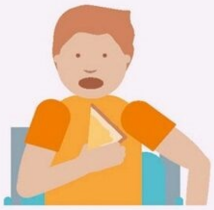
I **always** brush my teeth in the morning.



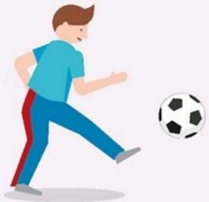
I **usually** get up at 7 o'clock.



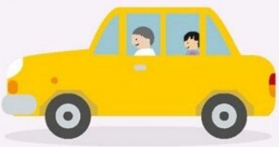
I **often** have toast for breakfast.



I **sometimes** play football on Sundays.



I **never** walk to school. It's too far away.



When to use

Use **always** when something happens all the time.

Use **usually** when something happens regularly, but not all the time.

Use **often** when something happens frequently.

Use **sometimes** when something happens occasionally.

Use **never** when something doesn't happen at all.

70.2 How to form: Adverbs of frequency

Adverbs of frequency usually go before the verb.

subject	adverb of frequency	verb	rest of sentence
I	always	read	a book in the evening.

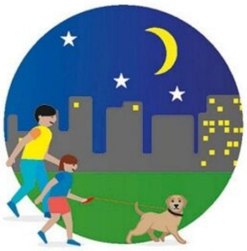
The adverb of frequency goes before the verb.

If the verb is **to be**, the adverb of frequency goes after **to be**.

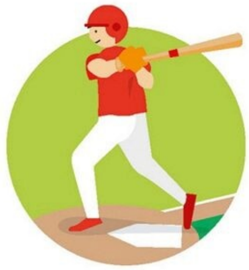
subject	to be	adverb of frequency	rest of sentence
I	am	never	late for school.

The adverb of frequency goes after **to be**.

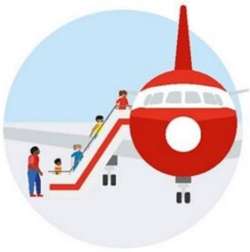
Further examples



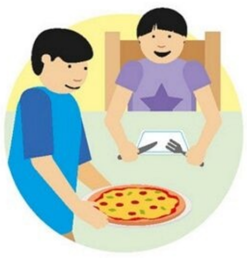
We **always** walk the dog in the evening.



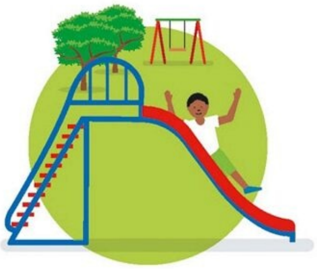
Tom **usually** plays baseball on Tuesdays.



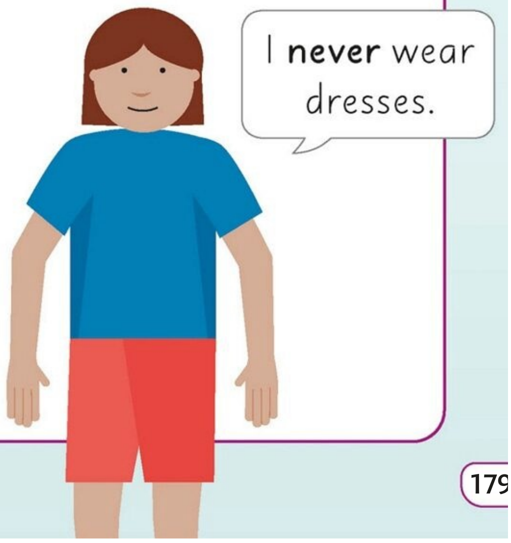
They **often** go on holiday to France.



We **sometimes** have pizza for dinner.

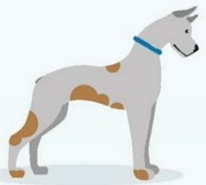


He is **never** bored at the park.

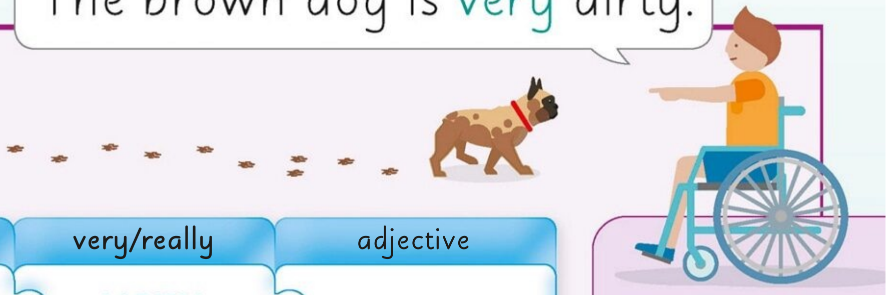

I never wear dresses.

71 Intensifiers

See also:
Adjectives **63**
Adverbs of manner **66**



The grey dog is dirty.
The brown dog is very dirty.



71.1 "very" and "really"

Use **very** or **really** before an adjective or an adverb.

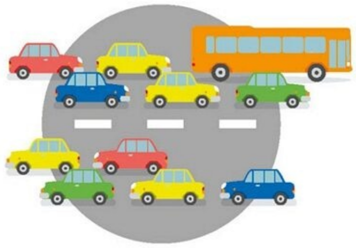
subject	verb	very/really	adjective
The brown dog	is	very really	dirty.

Put **very** or **really** before an adjective or adverb.

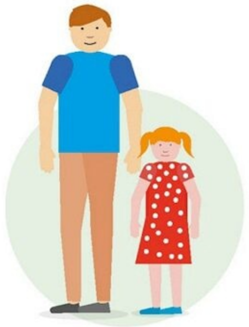
subject	verb	very/really	adverb
The brown dog	walks	very really	slowly.

When to use
Use **very** or **really** to make an adjective or adverb stronger. They mean the same thing, but **really** is a bit more informal.

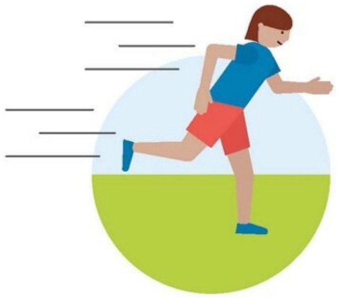
Further examples



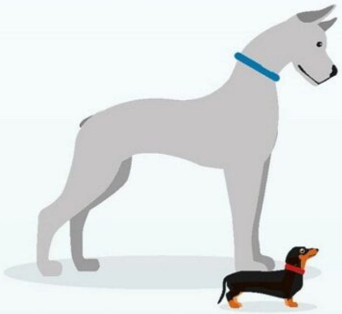
The road is **very** busy.



Maria's dad is **really** tall.



Sofia can run **really** fast.



The grey dog is much bigger than the black dog.

71.2 “much”

Use **much** before a comparative adjective or a comparative adverb.

When to use
Use **much** to make a comparative adjective or adverb stronger.

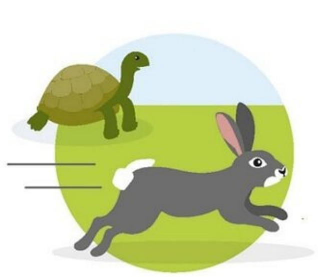
subject	verb	much	comparative adjective
The grey dog	is	much	bigger.

Put **much** before the comparative adjective.

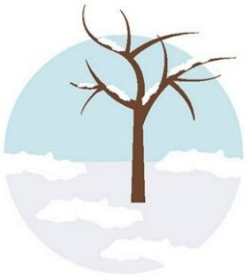
subject	verb	much	comparative adverb
The grey dog	barks	much	more loudly.

Put **much** before the comparative adverb.

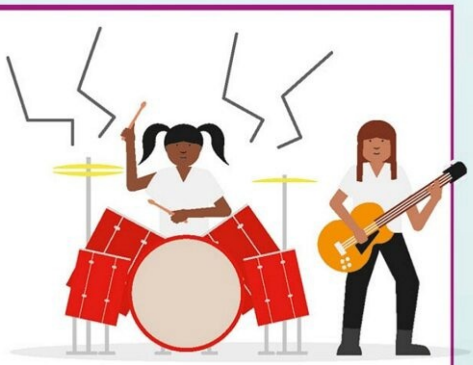
Further examples



The rabbit runs **much** more quickly than the tortoise.



It’s **much** colder in winter than in summer.



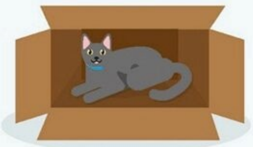
The drums are **much** noisier than the guitar.

72 Prepositions of place

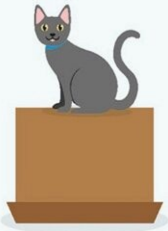
See also:
Prepositions of movement **73**
Prepositions of time **74**

72.1 Using prepositions of place

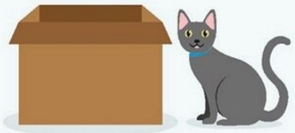
Use prepositions of place to talk about where something or someone is.



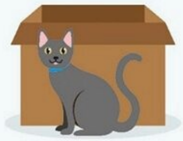
The cat is in the box.



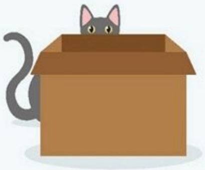
The cat is on the box.



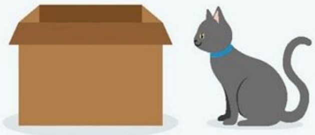
The cat is next to the box.



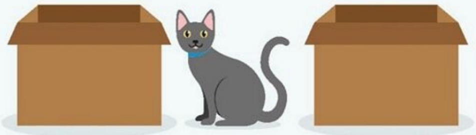
The cat is in front of the box.



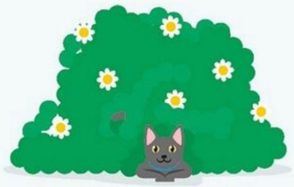
The cat is behind the box.



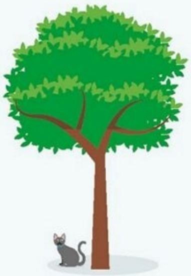
The cat is opposite the box



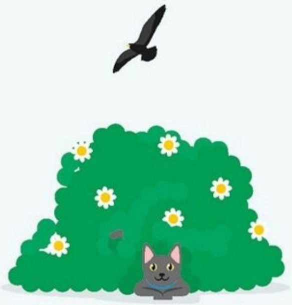
The cat is between the boxes.



The cat is under the plant.



The cat is below the tree.



The bird is above the cat.

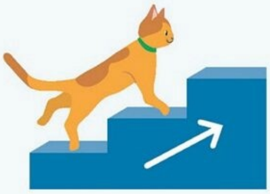
73

Prepositions of movement

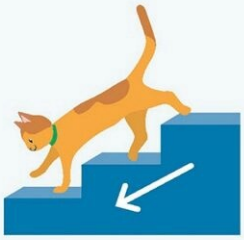
See also:
Prepositions of place **72**
Prepositions of time **74**

73.1 Using prepositions of movement

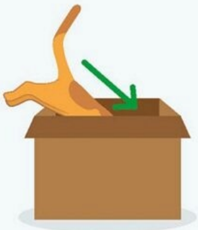
Use prepositions of movement to talk about how something or someone moves from one place to another.



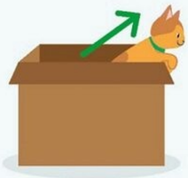
The cat is walking up the stairs.



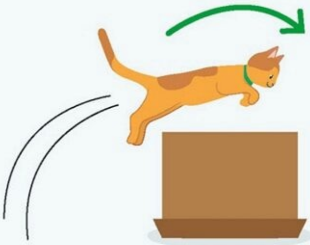
The cat is walking down the stairs.



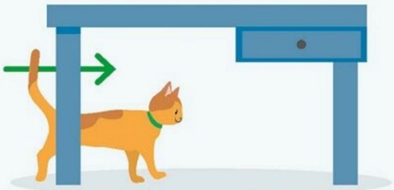
The cat is jumping into the box.



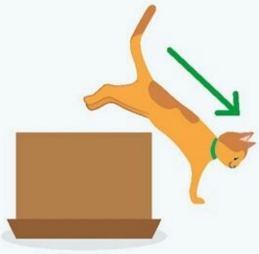
The cat is jumping out of the box.



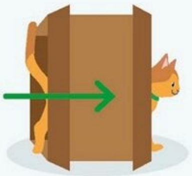
The cat is jumping over the box.



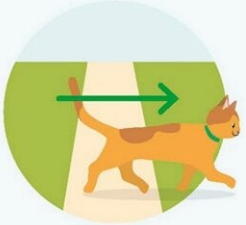
The cat is walking under the desk.



The cat is jumping off the box.



The cat is walking through the box.



The cat is walking across the garden.

74 Prepositions of time

Use prepositions of time to talk about when something happens.

74.1 "on"

We play basketball on Saturdays.

When to use

Use **on** before a day of the week or a date to say when something happens, happened, or will happen.

74.2 "at"

I get up at 7 o'clock.

When to use

Use **at** before a time to say when something happens, happened, or will happen.

74.3 "in"

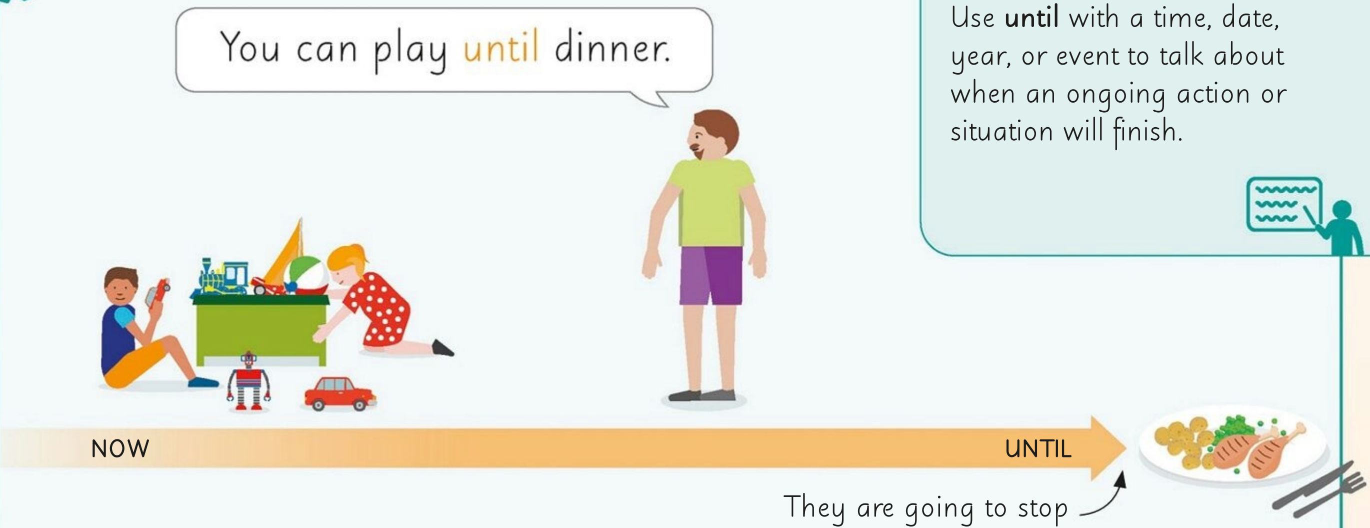
My birthday is in May.

When to use

Use **in** before months, years, seasons, and the words **morning**, **afternoon**, and **evening** to say when something happens, happened, or will happen.

See also:
Adverbs of time **69**
Time words **R28**

74.4 "until"

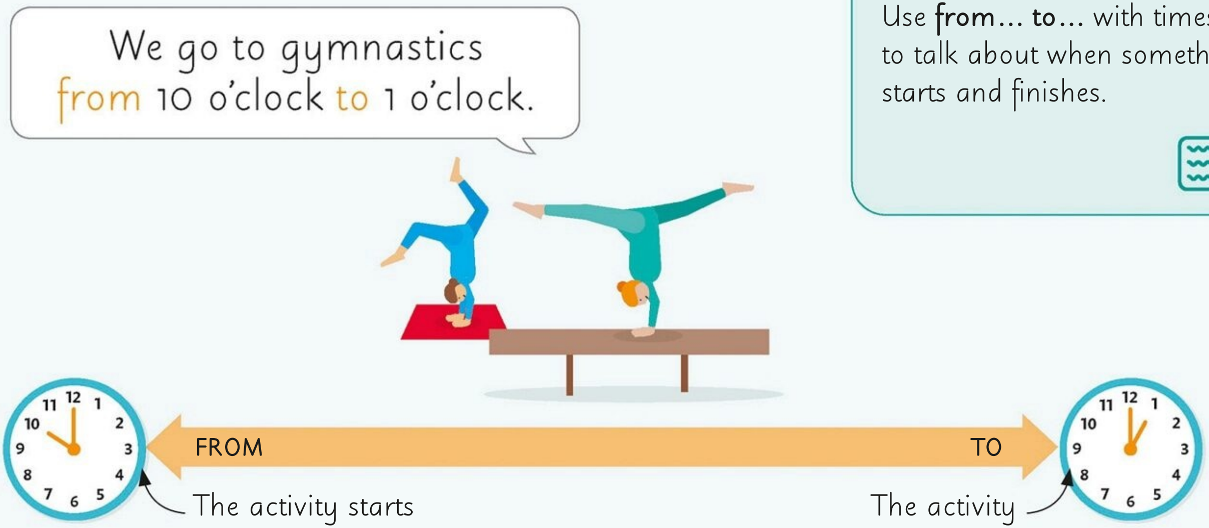

You can play until dinner.
NOW
UNTIL

They are going to stop playing before dinner.

When to use

Use **until** with a time, date, year, or event to talk about when an ongoing action or situation will finish.

74.5 "from… to…"


We go to gymnastics from 10 o'clock to 1 o'clock.
FROM
TO

The activity starts at 10 o'clock.

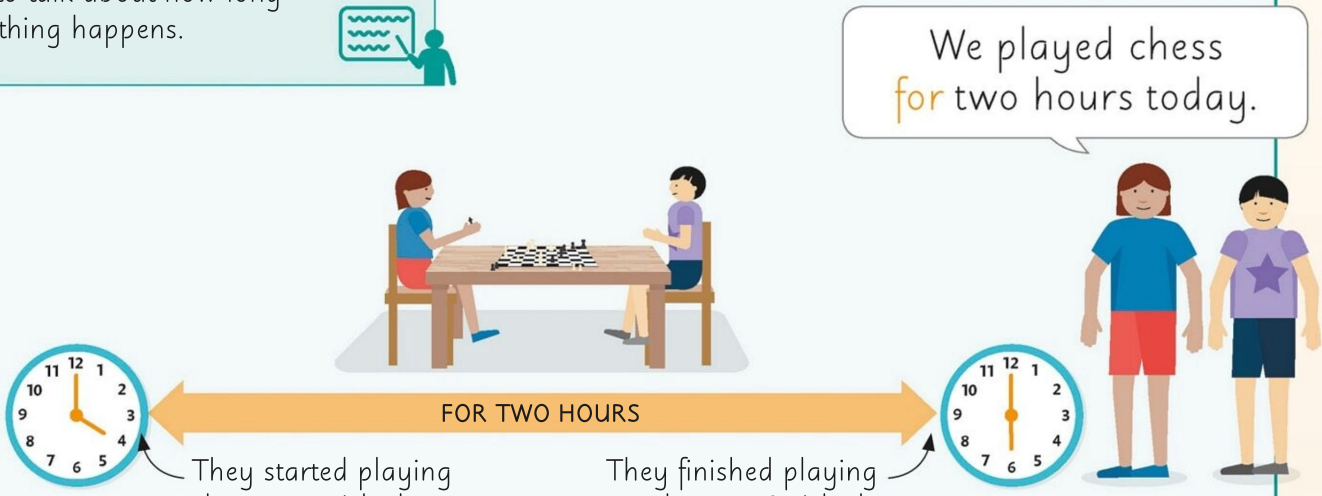
The activity finishes at 1 o'clock.

When to use

Use **from… to…** with times to talk about when something starts and finishes.

74.6 "for"

When to use
Use **for** before an amount of time to talk about how long something happens.

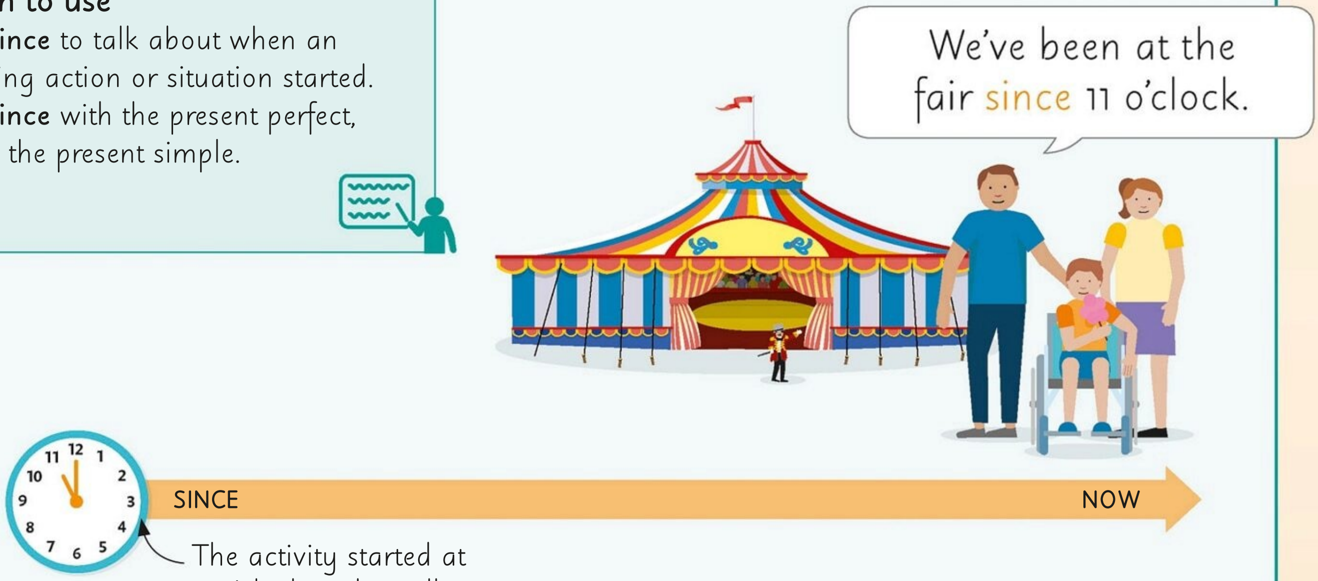

We played chess for two hours today.
FOR TWO HOURS

They started playing chess at 4 o'clock.

They finished playing chess at 6 o'clock.

74.7 "since"

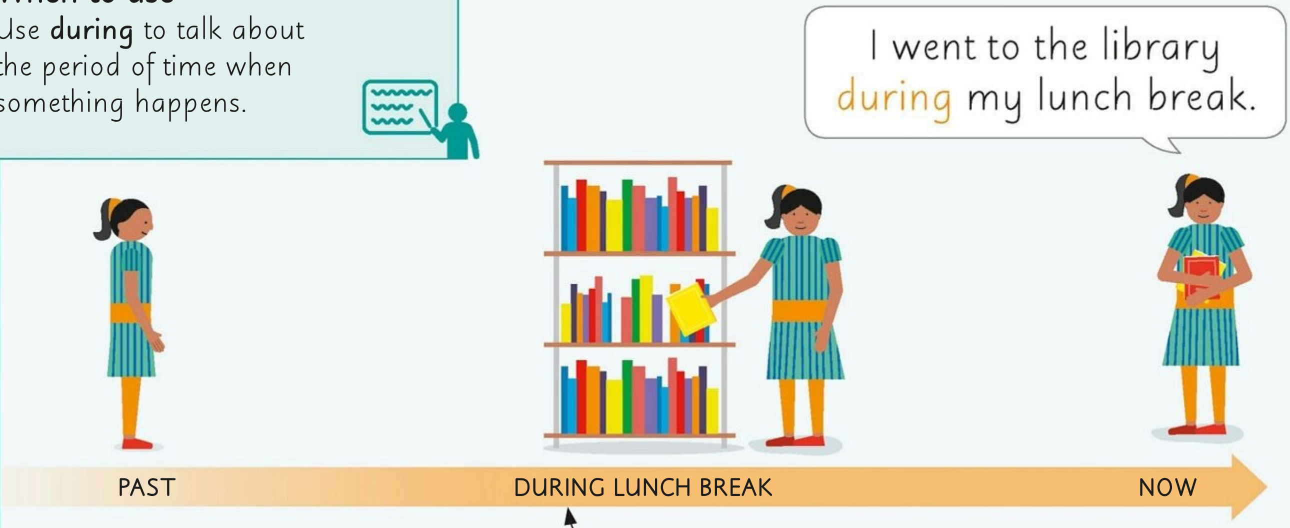
When to use
Use **since** to talk about when an ongoing action or situation started. Use **since** with the present perfect, never the present simple.


We've been at the fair since 11 o'clock.
SINCE
NOW

The activity started at 11 o'clock and is still ongoing.

74.8 "during"

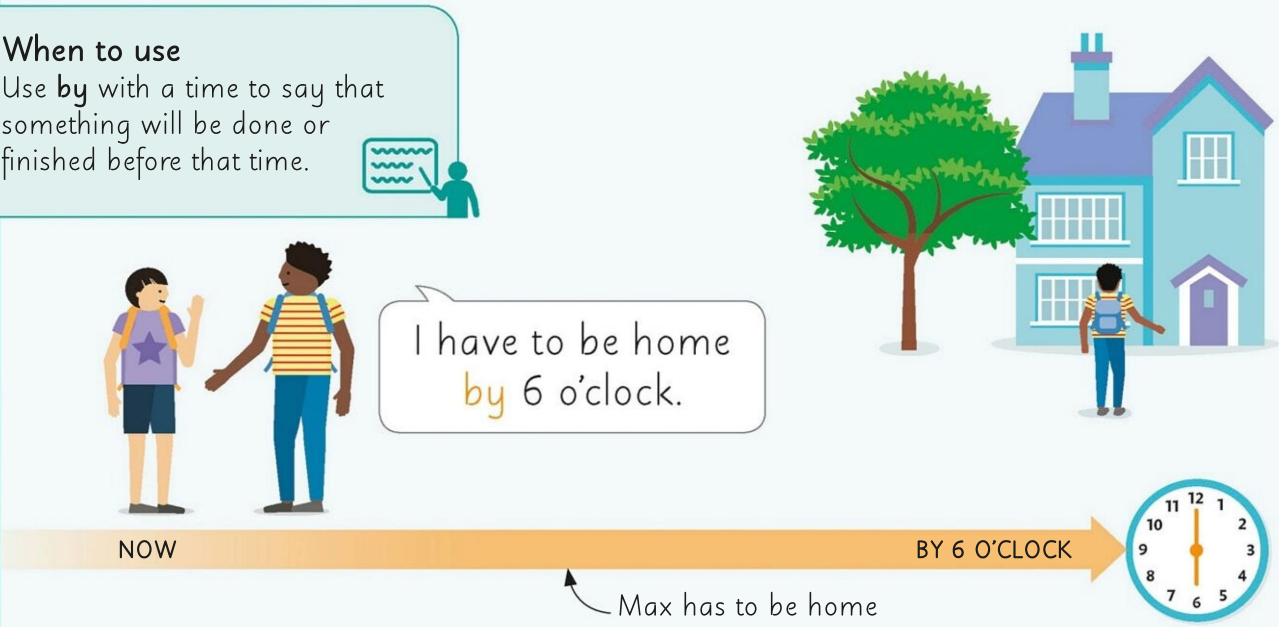
When to use
Use **during** to talk about the period of time when something happens.


I went to the library during my lunch break.
PAST
DURING LUNCH BREAK
NOW

Sara was in the library at some point while it was her lunch break.

74.9 "by"

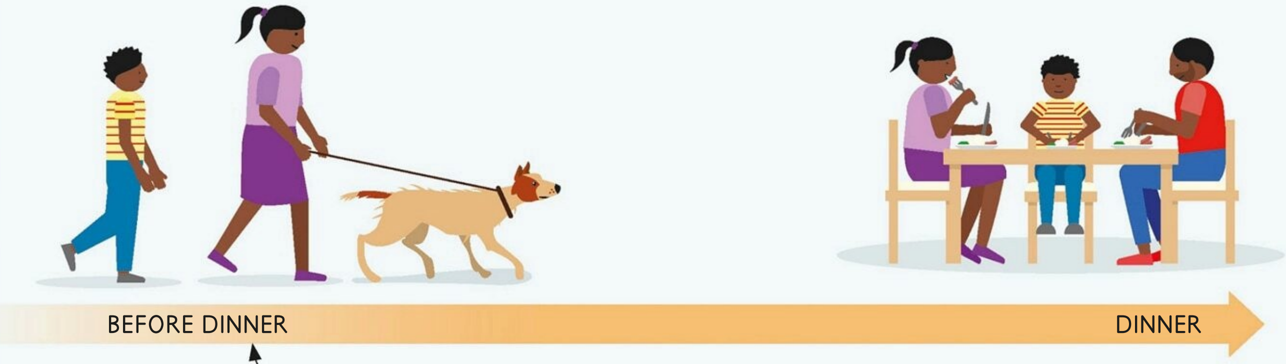
When to use
Use **by** with a time to say that something will be done or finished before that time.


I have to be home by 6 o'clock.
NOW
BY 6 O'CLOCK

Max has to be home between now and 6 o'clock.

74.10 "before"

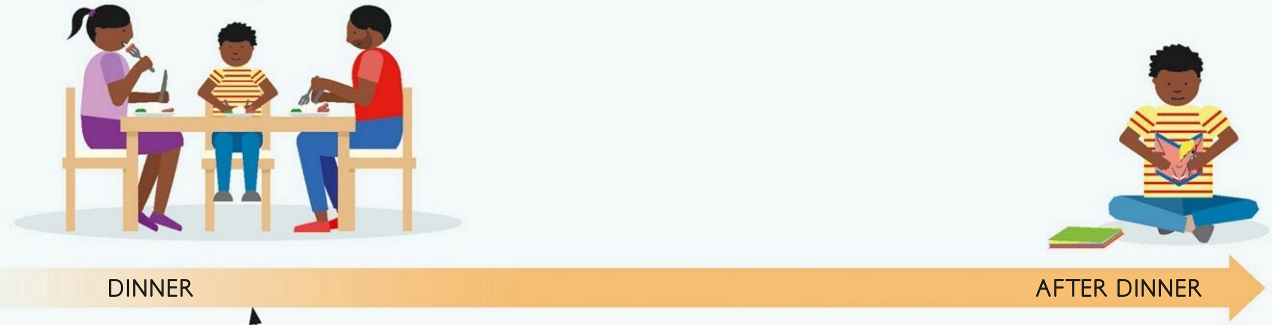
When to use
Use **before** to talk about something that happens sooner than something else.


We usually walk the dog before dinner.
BEFORE DINNER
DINNER

This means that they walk the dog first, then they have dinner.

74.11 "after"

When to use
Use **after** to talk about something that happens later than something else.


I often read comic books after dinner.
DINNER
AFTER DINNER

This means that Max eats dinner first, then he reads comic books.

Further examples

on	Use with a day or date to say when something happens.	I go to science club **on** Wednesdays. We played badminton **on** Friday.
at	Use with a time to say when something happens.	We eat breakfast **at** 7 o'clock. I catch the bus **at** 8 o'clock.
in	Use with some time words to say when something happens.	I was born **in** the summer. My school has a party every year **in** July.
until	Use with some time words to say when something will finish.	I have basketball practice **until** 4 o'clock. We have to stay here **until** we've finished.
from… to…	Use with times to say when something starts and finishes.	My Dad works **from** 9 o'clock **to** 5 o'clock. Lunchtime is **from** 12 o'clock **to** 1 o'clock.
since	Use to talk about when something ongoing started.	I've been here **since** 3 o'clock. We've been in Spain **since** last week.
for	Use to talk about how long something happens.	I have been at school **for** three hours. We played **for** two hours yesterday.
during	Use to talk about the period of time when something happens.	We played all day **during** the summer. Andy learned a lot **during** the lesson.
by	Use to say what time something will be finished before.	I have to finish my homework **by** 6 o'clock. We've usually eaten dinner **by** 7 o'clock.
before	Use to talk about something that happens sooner.	I eat breakfast **before** school. Sara has football practice **before** dinner.
after	Use to talk about something that happens later.	We're going to the park **after** school. **After** breakfast, I catch the bus.

75 “with” and “without”

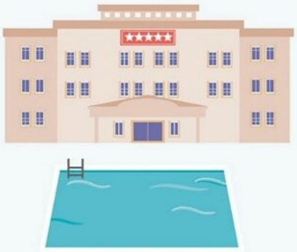
With and **without** are prepositions. They come before a noun.

75.1 “with”

Max came **with** me to the park.

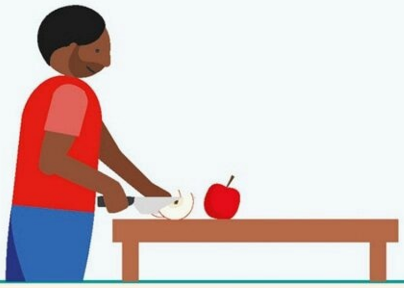
When to use
Use **with** to talk about something that is present with something else.

We stayed in a hotel **with** a swimming pool.



Use **with** to talk about possession.

Dad cut the apple **with** a knife.



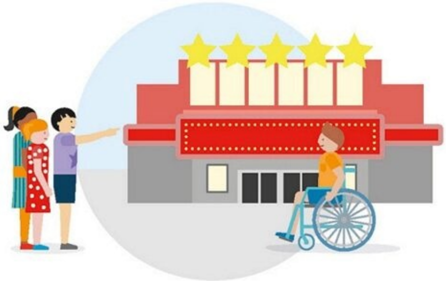
Use **with** to talk about something which is used to perform an action.

75.2 “without”

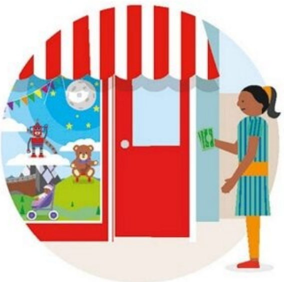
I had an ice cream **without** sauce.

When to use
Use **without** to talk about the absence of something.

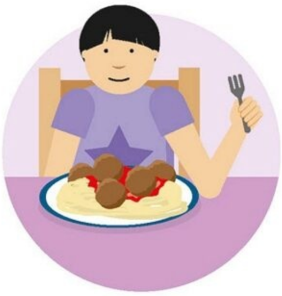
Further examples



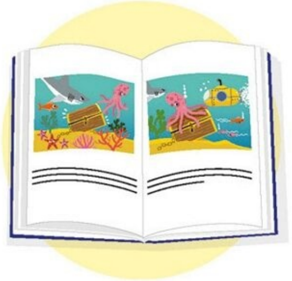
Do you want to come to the cinema **with** us?



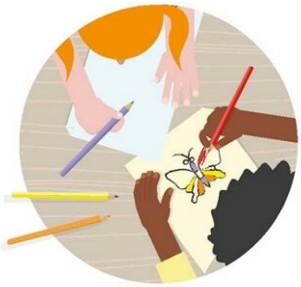
I'm going to buy a new toy **with** my money.



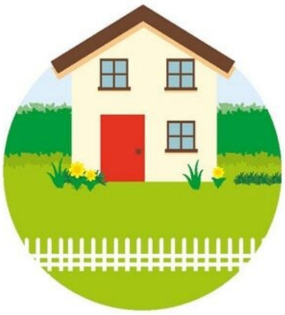
Mum made pasta **with** meatballs.



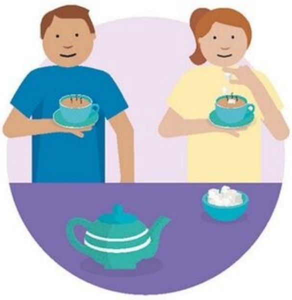
I like books **with** lots of pictures.



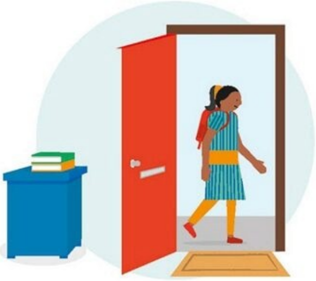
We drew our pictures **with** pencils.



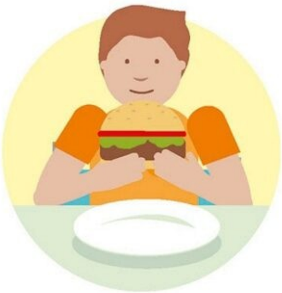
They live in a house **with** a garden.



My dad likes tea **without** sugar.



Sara went to school **without** her books.



I prefer burgers **without** cheese.

76 Conjunctions

See also:
Clauses **R6**

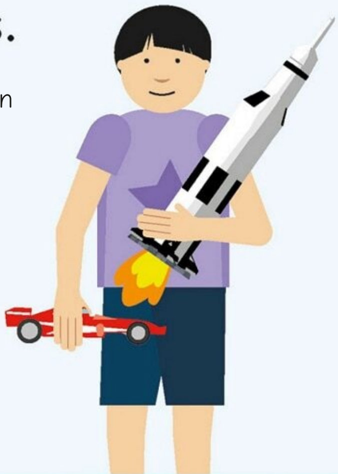
Conjunctions join words, phrases, clauses, or sentences together.

76.1 "and"

I like cars. I like rockets.

I like cars **and** rockets.

Use **and** to join two sentences together.



When to use

Use **and** to talk about more than one thing or to join two sentences together that are talking about the same thing.

76.2 "but"

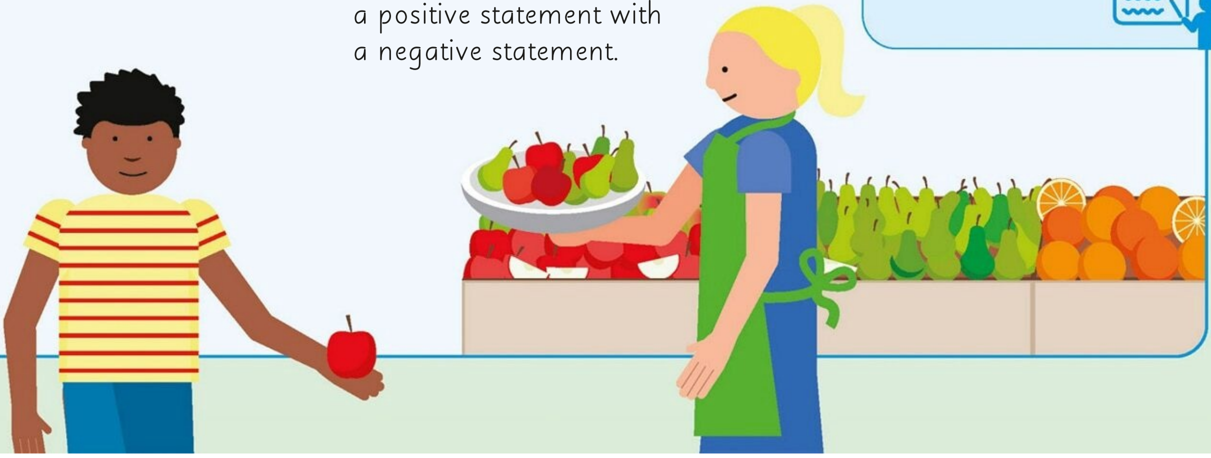
I like apples. I don't like pears.

I like apples, **but** I don't like pears.

Use **but** to contrast a positive statement with a negative statement.

When to use

Use **but** to contrast a positive statement with a negative statement.

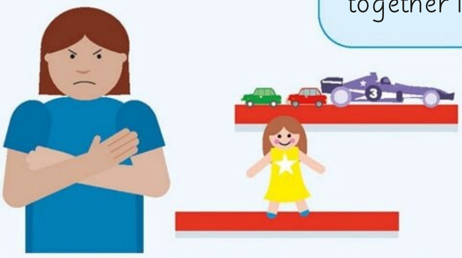


76.3 "or"

I don't like dolls. I don't like cars.

I don't like dolls **or** cars.

Use **or** to join two negative sentences together.



When to use

Use **or** to talk about two negative statements together in one sentence.

Would you like pasta? Would you like pizza?

Would you like pasta **or** pizza?

This means there is a choice between pasta and pizza.

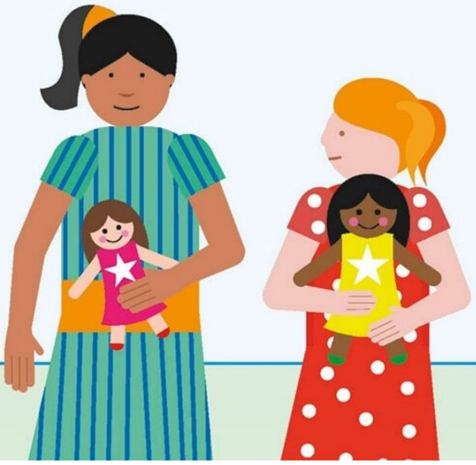
Use **or** when there's a choice between two or more things.

76.4 "than"

subject + verb	comparative	than	rest of sentence
Your doll is	smaller	than	mine.

This is a comparative adjective.

Say **than** after a comparative adjective or adverb.



When to use

Use **than** to compare two or more things. Use it after a comparative adjective or adverb. Go to Units 64 and 67 to find out more about comparative adjectives and adverbs.

76.5 “when”

This happened immediately after the first action.

when	first action	second action
When	we got to the beach,	we went swimming.

This action happened first.

When to use

Use **when** to talk about two things that happen at the same time or immediately after one another.

when	ongoing action	interrupting action
When	I was playing tennis,	I hurt my knee.

The ongoing action is in the past continuous.

The interrupting action is in the past simple.

Use **when** to talk about an action that happened during another action.

when	first future event	second future event
When	I get home,	I’ll do my homework.

This clause is in the present simple even though it is happening in the future.

You can also use **when** in the middle of each of these sentences.

I’ll do my homework **when** I get home.

There is no comma when **when** is in the middle of the sentence.

Use **when** to talk about what will happen once something else happens.

76.6 “after”

You can use **after** at the start of a sentence or in the middle of a sentence.

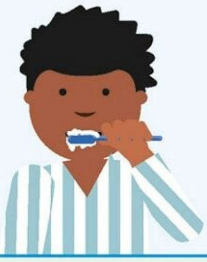
after	first action	second action
After	I get up,	I brush my teeth.

This action happens first.

This action happens second.

I brush my teeth after I get up.

There is no comma when **after** is in the middle of the sentence.



When to use

Use **after** to talk about something that happens later than another action.

76.7 “before”

You can use **before** at the start of a sentence or in the middle of a sentence.

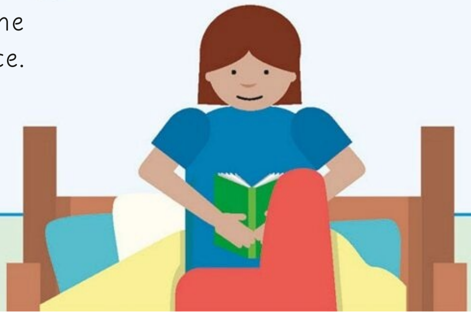
before	second action	first action
Before	I go to sleep,	I always read a book.

This action happens second.

This action happens first.

I always read a book before I go to sleep.

There is no comma when **before** is in the middle of the sentence.



When to use

Use **before** to talk about something that happens earlier than another action.

76.8 "if"

You can use **if** at the start of a sentence or in the middle of a sentence.

if	action/situation	result
If	I score a goal,	we'll win the game.

This is the action that hasn't happened yet.

This will happen as a result of the action.

We'll win the game
if I score a goal.

There is no comma when **if** is in the middle of the sentence.

When to use

Use **if** in conditional sentences. Go to Units 36 and 37 to find out more about conditional sentences.

76.9 "because"

action	because	reason
I've come to the vet	because	my cat is ill.

This is the action.

Use **because** to join an action to its reason.

When to use

Use **because** to say why something happens or to explain a decision.

76.10 "so"

This happened as a result of the situation.

situation/action	so	result
It's sunny today,	so	we've come to the beach.

This is the situation.

When to use

Use **so** to talk about something that happens because of something else.

Further examples

and	Joins two sentences together that are talking about the same thing.	Maria is wearing a red dress **and** blue shoes. I bought Ben a new toy **and** he loved it!
but	Contrasts a positive statement with a negative statement.	I love swimming, **but** I don't like running. She can't sing, **but** she can play the piano.
or	Two or more things in a negative sentence or choice between things.	I've never been to Spain **or** Italy. Do you want to play baseball **or** basketball?
than	Use after a comparative adjective or adverb.	My dog is bigger **than** my cat. Max can run faster **than** Andy.
when	Says at what time something happens.	**When** she got home, she practised the violin. I'll swim in the sea **when** I go on holiday.
after	Describes an action that happens later than another action.	Sofia went to bed **after** she ate her dinner. **After** I ran the race, I had a glass of water.
before	Describes an action that happens earlier than another action.	I put on my pyjamas **before** I went to bed. **Before** Maria went outside, she put on a coat.
if	Use in conditional sentences.	Don't go to school **if** you're feeling ill. **If** you tidy your room, we'll go to the park.
because	Says why something happens or explains a decision.	I love reading **because** it's fun. We didn't walk to school **because** it's raining.
so	Use to talk about something that happens because of something else.	I was hungry, **so** I made a sandwich. Sara was tired, **so** she went to bed early.

Reference

R1 The English alphabet

The English alphabet has 26 letters. It has five vowels, **a**, **e**, **i**, **o**, and **u**.
The other 21 letters are called consonants.

Use a capital letter for the first letter of a sentence, people's names, place names, days, and months.

Use lowercase letters the rest of the time.

Aa Bb Cc Dd Ee Ff Gg Hh Ii
Jj Kk Ll Mm Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww Xx Yy Zz

R2 Punctuation marks

English uses various punctuation marks to make sentences clearer.

Punctuation mark	Use	Example sentence
full stop .	comes at the end of a sentence	Maria likes oranges.
comma ,	joins two main clauses or separates words in a list	I like pizza, but I don't like pasta. I love cars, trains, and rockets!
question mark ?	comes at the end of a question	Do you like robots?
exclamation mark !	comes at the end of a sentence that expresses emotions like excitement	Let's play football!
apostrophe '	shows possession or replaces missing letters in short forms	Ben's cat is black. She's my sister.

R3 Parts of speech

The different types of words that form sentences are called parts of speech.

Part of speech	Definition	Examples
noun	a person, place, or thing	cat, Sara, girl, house, water
adjective	describes a noun or pronoun	big, funny, light, red, young
verb	shows an action or a state of being	be, go, read, speak, think, want
adverb	describes verbs, adjectives, and other adverbs	always, easily, happily, here, loudly, much, soon, very
pronoun	takes the place of a noun	he, she, you, we, them, it
preposition	describes where something is, where something is going, time, or can introduce an object or idea	about, above, from, in
conjunction	a joining word that links words, phrases, or clauses	and, because, but
article	comes before a noun to say whether the noun is specific or general	a, an, some, the
determiner	comes before a noun to show which thing or things you are talking about	her, my, their, your

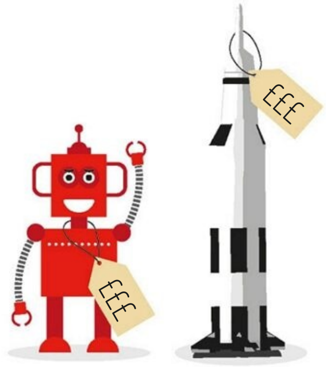
R4 Syllables

A syllable is a part of a word. Each vowel sound in a word is a syllable. A vowel sound is part of a word that includes **a**, **e**, **i**, **o**, **u**, and sometimes **y**.

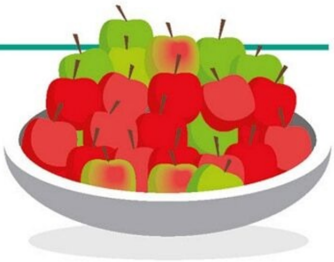
robot
↓
two syllables
ro-bot

expensive
↓
three syllables
ex-pens-ive

interesting
↓
four syllables
int-er-est-ing



R5 Parts of a sentence



All sentences have a verb and most have at least a subject too. Sentences can contain a direct object.

subject	verb	direct object
I	eat	apples.

The subject of a sentence is the person or thing doing an action.

The verb tells us what the action of a sentence is.

The direct object is the person or thing receiving the action.

Sentences can also contain an indirect object. For a sentence to have an indirect object, it must also have a direct object.

subject	verb	indirect object	direct object
I	gave	Sara	an apple.

Sara is the indirect object. This is the person or thing that is receiving the direct object.

An apple is the direct object. This is the person or thing that directly receives the action.

R6 Clauses

A clause is a phrase that contains a subject and a verb. Some sentences contain two or more clauses. Clauses can be joined together by conjunctions and relative pronouns.

clause 1	conjunction	clause 2
It's raining today,	so	I'll wear a coat.

This phrase contains a subject and a verb, so it is a clause.

The conjunction **so** joins two clauses together.

This phrase contains a subject and a verb, so it is also a clause.

R7 The present simple of regular verbs

Use the present simple to talk about facts, opinions, or things that happen regularly. Regular verbs all follow the same pattern in the present simple. Go to Unit 1 to find out more.

Positive	Negative	Question
I like	I don't like	Do I like...?
You like	You don't like	Do you like...?
He likes	He doesn't like	Does he like...?
She likes	She doesn't like	Does she like...?
It likes	It doesn't like	Does it like...?
We like	We don't like	Do we like...?
You like	You don't like	Do you like...?
They like	They don't like	Do they like...?

R8 The present simple of "to be"

To be is an irregular verb in the present simple – it doesn't follow the usual rules. Use the present simple of **to be** to talk about facts, feelings, situations, and states. Go to Unit 1 to find out more.

Positive	Negative	Question
I am / I'm	I'm not	Am I...?
You are / You're	You're not / You aren't	Are you...?
He is / He's	He's not / He isn't	Is he...?
She is / She's	She's not / She isn't	Is she...?
It is / It's	It's not / It isn't	Is it...?
We are / We're	We're not / We aren't	Are we...?
You are / You're	You're not / You aren't	Are you...?
They are / They're	They're not / They aren't	Are they...?

R9 The present simple of "to have got"

To have got is an irregular verb in the present simple – it doesn't follow the usual rules.
Use the present simple of **to have got** to talk about possession. Go to Unit 1 to find out more.

Positive	Negative	Question
I have got / I've got	I haven't got	Have I got...?
You have got / You've got	You haven't got	Have you got...?
He has got / He's got	He hasn't got	Has he got...?
She has got / She's got	She hasn't got	Has she got...?
It has got / It's got	It hasn't got	Has it got...?
We have got / We've got	We haven't got	Have we got...?
You have got / You've got	You haven't got	Have you got...?
They have got / They've got	They haven't got	Have they got...?

R10 The present continuous

Use the present continuous to talk about an action that is happening in the present moment. Go to Unit 4 to find out more.

Positive	Negative	Question
I am walking / I'm walking	I'm not walking	Am I walking?
You are walking / You're walking	You're not walking / You aren't walking	Are you walking?
He is walking / He's walking	He's not walking / He isn't walking	Is he walking?
She is walking / She's walking	She's not walking / She isn't walking	Is she walking?
It is walking / It's walking	It's not walking / It isn't walking	Is it walking?
We are walking / We're walking	We're not walking / We aren't walking	Are we walking?
You are walking / You're walking	You're not walking / You aren't walking	Are you walking?
They are walking / They're walking	They're not walking / They aren't walking	Are they walking?

R11 The past simple of regular verbs

Use the past simple to talk about a finished action that happened at a fixed moment in the past. Go to Unit 8 to find out more. For a list of irregular verbs in the past simple, go to R19.

Positive	Negative	Question
I played	I didn't play	Did I play…?
You played	You didn't play	Did you play…?
He played	He didn't play	Did he play…?
She played	She didn't play	Did she play…?
It played	It didn't play	Did it play…?
We played	We didn't play	Did we play…?
You played	You didn't play	Did you play…?
They played	They didn't play	Did they play…?

R12 The past simple of "to be"

To be is an irregular verb in the past simple – it doesn't follow the usual rules. Use the past simple of **to be** to talk about facts, feelings, situations, and states. Go to Unit 8 to find out more.

Positive	Negative	Question
I was	I wasn't	Was I…?
You were	You weren't	Were you…?
He was	He wasn't	Was he…?
She was	She wasn't	Was she…?
It was	It wasn't	Was it…?
We were	We weren't	Were we…?
You were	You weren't	Were you…?
They were	They weren't	Were they…?

R13 The past continuous

Use the past continuous to talk about an ongoing action in the past or to tell a story. Go to Unit 11 to find out more.

Positive	Negative	Questions
I was running	I wasn't running	Was I running?
You were running	You weren't running	Were you running?
He was running	He wasn't running	Was he running?
She was running	She wasn't running	Was she running?
It was running	It wasn't running	Was it running?
We were running	We weren't running	Were we running?
You were running	You weren't running	Were you running?
They were running	They weren't running	Were they running?

R14 The present perfect

Use the present perfect to talk about the recent past. Go to Unit 14 to find out more. For a list of irregular past participles, go to R19.

Positive	Negative	Questions
I have arrived	I haven't arrived	Have I arrived?
You have arrived	You haven't arrived	Have you arrived?
He has arrived	He hasn't arrived	Has he arrived?
She has arrived	She hasn't arrived	Has she arrived?
It has arrived	It hasn't arrived	Has it arrived?
We have arrived	We haven't arrived	Have we arrived?
You have arrived	You haven't arrived	Have you arrived?
They have arrived	They haven't arrived	Have they arrived?

R15 "Going to"

Use **going to** with a base form to make predictions based on evidence and to talk about future plans. Go to Unit 18 to find out more.

Positive	Negative	Question
I'm going to swim	I'm not going to swim	Am I going to swim?
You're going to…	You're not going to… / You aren't going to…	Are you going to…?
He's going to…	He's not going to… / He isn't going to…	Is he going to…?
She's going to…	She's not going to… / She isn't going to…	Is she going to…?
It's going to…	It's not going to… / It isn't going to…	Is it going to…?
We're going to…	We're not going to… / We aren't going to…	Are we going to…?
You're going to…	You're not going to… / You aren't going to…	Are you going to…?
They're going to…	They're not going to… / They aren't going to…	Are they going to…?

R16 "Will"

Use **will** with a base form to talk about a decision you've just made, to make a promise, to make predictions without evidence, or to offer to do something.. Go to Unit 21 to find out more.

Positive	Negative	Question
I will play / I'll play	I will not play / I won't play	Will I play?
You will… / You'll…	You will not… / You won't…	Will you…?
He will… / He'll…	He will not… / He won't…	Will he…?
She will… / She'll…	She will not… / She won't…	Will she…?
It will… / It'll…	It will not… / It won't…	Will it…?
We will… / We'll…	We will not… / We won't…	Will we…?
You will… / You'll…	You will not… / You won't…	Will you…?
They will… / They'll…	They will not… / They won't…	Will they…?

R17 Modal verbs

Modal verbs stay the same for all subjects. Do not add an **s** for **he**, **she**, or **it**. They are usually followed by another verb in its base form. Questions with **may**, **might**, and **must** are rare. There is no short form for **may not**. Go to Unit 28 to find out more.

Positive	Negative	Questions
can	cannot / can't	Can I...?
could	could not / couldn't	Could I...?
may	may not	
might	might not / mightn't	
must	must not / mustn't	
should	should not / shouldn't	Should I...?

R18 Question words

Use question words at the start of a questions. Go to Unit 40 to find out more.

Question word	Example question	Example answer
How	**How** old are you?	I am nine years old.
How many	**How many** ducks are there?	There are five.
How much	**How much** flour have we got?	We have got 1 kilogram.
What	**What** is that?	It's a crocodile.
When	**When** do you play badminton?	I play badminton on Saturdays.
Where	**Where** is the cat?	It is under the table.
Which	**Which** dog is yours?	Rex is my dog.
Who	**Who** is that?	It is Ben.
Whose	**Whose** camera is this?	It is mine.
Why	**Why** do you like football?	It is fun!

R19 Irregular verbs

Some verbs in English have irregular past simple forms and past participles. These are some of the most common ones.

Base form	Past simple	Past participle
be	was / were	been
break	broke	broken
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
eat	ate	eaten
find	found	found
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
have	had	had
hold	held	held
know	knew	known
learn	learned	learned
lose	lost	lost
make	made	made
put	put	put
read	read	read
run	ran	run
say	said	said
see	saw	seen
sleep	slept	slept
swim	swam	swum
tell	told	told
wear	wore	worn
write	wrote	written

R20 Short forms

We often shorten some verbs, especially when we're talking.
These are some of the most common short forms in English.

Pronoun	to be	to have
I	I am → I'm	I have → I've
he	he is → he's	he has → he's
she	she is → she's	she has → she's
it	it is → it's	it has → it's
we	we are → we're	we have → we've
you	you are → you're	you have → you've
they	they are → they're	they have → they've
that	that is → that's	that has → that's
who	who is → who's	who has → who's

Pronoun	will	would
I	I will → I'll	I would → I'd
he	he will → he'll	he would → he'd
she	she will → she'll	she would → she'd
it	it will → it'll	it would → it'd
we	we will → we'll	we would → we'd
you	you will → you'll	you would → you'd
they	they will → they'll	they would → they'd
that	that will → that'll	that would → that'd
who	who will → who'll	who would → who'd

R21 Short forms: verb + "not"

We often shorten verbs followed by **not**, especially when we're talking. **Mustn't** and **mightn't** are rare.

Verb + not		
is not → isn't	had not → hadn't	cannot → can't
are not → aren't	will not → won't	must not → mustn't
was not → wasn't	would not → wouldn't	might not → mightn't
were not → weren't	do not → don't	could not → couldn't
have not → haven't	does not → doesn't	should not → shouldn't
has not → hasn't	did not → didn't	

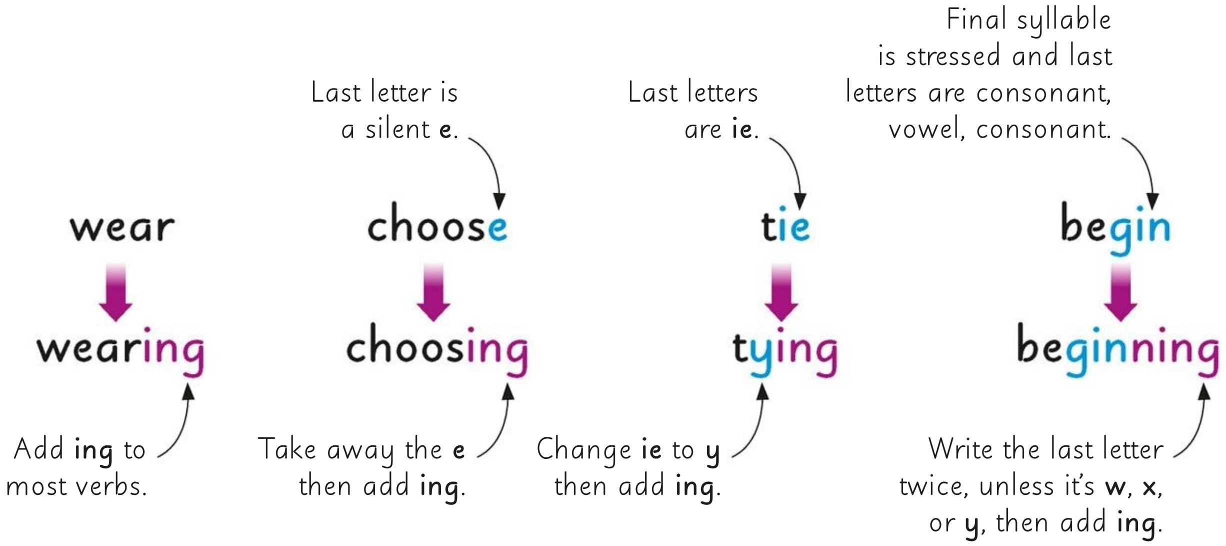
R22 Pronouns, possessive adjectives, and possessive pronouns

To find out more about subject pronouns, go to Unit 51. To find out more about object pronouns, go to Unit 52. To find out more about possessive adjectives, go to Unit 55. To find out more about possessive pronouns, go to Unit 56. There is no possessive pronoun for **it**.

Subject pronoun	Object pronoun	Possessive adjective	Possessive pronoun
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	
we	us	our	ours
you	you	your	yours
they	them	their	theirs

R23 Spelling rules: Present participles and gerunds

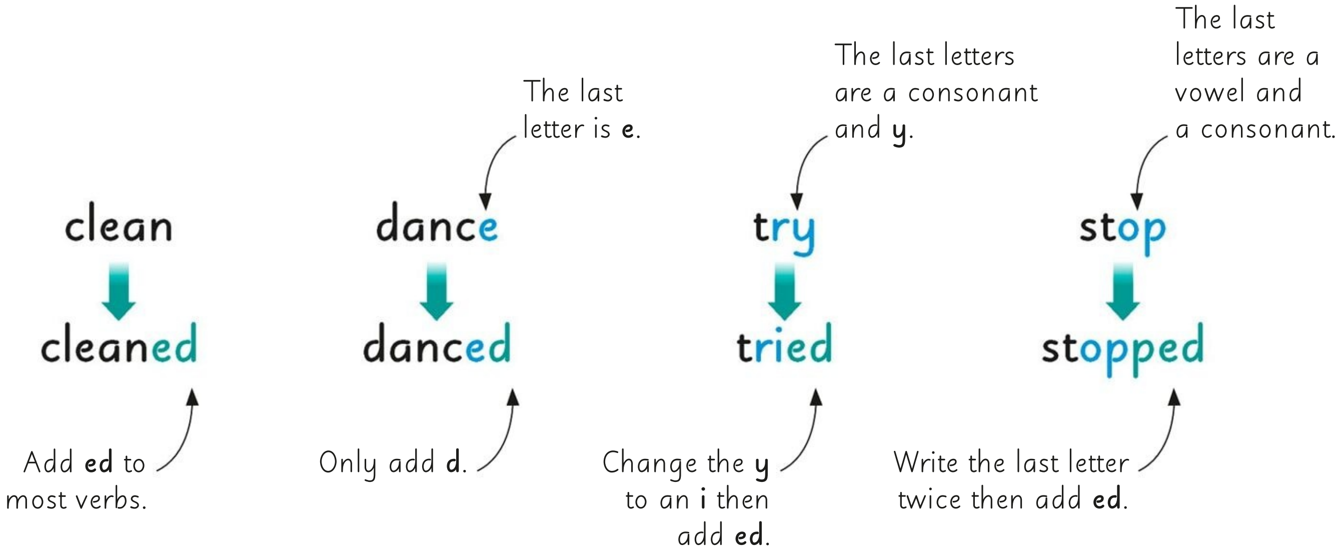
The present participle and gerund form of a verb are always the same. To make them, add **ing** to the base form of the verb. Sometimes the spelling of the base form changes before we add **ing**.



Last letter is a silent e.
Last letters are ie.
Final syllable is stressed and last letters are consonant, vowel, consonant.
wear
wearing
choose
choosing
tie
tying
begin
beginning
Add ing to most verbs.
Take away the e then add ing.
Change ie to y then add ing.
Write the last letter twice, unless it's w, x, or y, then add ing.

R24 Spelling rules: Regular past simple and past participles

For regular verbs, their past simple and past participle forms are always the same. To make them, add **ed** to the base form of the verb. Sometimes the spelling of the base form changes before we add **ed**.



The last letter is e.
The last letters are a consonant and y.
The last letters are a vowel and a consonant.
clean
cleaned
dance
danced
try
tried
stop
stopped
Add ed to most verbs.
Only add d.
Change the y to an i then add ed.
Write the last letter twice then add ed.

R25 Spelling rules: Plural nouns

Most plural nouns are formed by adding an **s** or **es** to the end of a singular noun.

Add **es** to nouns that end with **s**, **x**, **z**, **ch**, or **sh**.

watch ↓ watches

class ↓ classes

quiz ↓ quizzes

If the noun ends with one **z**, add another **z** before **es**.

Add **es** to most nouns that end with **o**. If there's another vowel before the **o**, just add **s**.

potato ↓ potatoes

radio ↓ radios

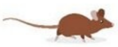
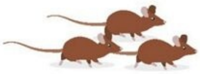
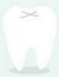
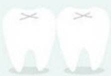
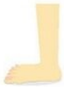
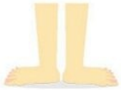
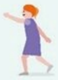
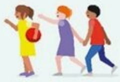
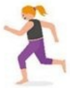
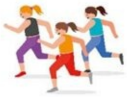
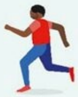
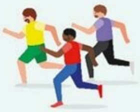
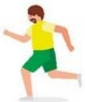
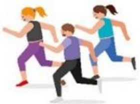
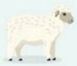
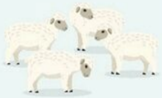
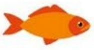
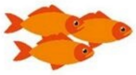
For nouns that end with a consonant then **y**, change the **y** to an **i** then add **es**.

dictionary ↓ dictionaries

story ↓ stories

R26 Irregular plural nouns

Some plural nouns are irregular. They are spelled differently or don't change at all.

Singular	Plural
mouse 	mice 
tooth 	teeth 
foot 	feet 
child 	children 
woman 	women 
man 	men 
person 	people 
sheep 	sheep 
fish 	fish 

R27 Conjunctions

Use conjunctions to join words, phrases, or clauses together.

Conjunction	Use	Example
after	Use **after** to talk about something that happens later than another action.	I get dressed **after** I eat breakfast.
and	Use **and** to talk about more than one thing or to join two sentences or clauses together.	I play the guitar **and** the piano.
because	Use **because** to say why something happens or to explain a decision.	I'm wearing a jumper **because** it's cold.
before	Use **before** to talk about something that happens earlier than another action.	**Before** I have dinner, I wash my hands.
but	Use **but** to contrast a positive statement and a negative statement or to give extra information.	I like robots, **but** I don't like trains.
if	Use **if** in conditional sentences when you're talking about the result of an action, or what might happen when something else happens.	We'll go to the lake **if** it's sunny tomorrow.
or	Use **or** to talk about two or more things in a negative sentence or when there's a choice between two or more things.	I don't like pasta **or** rice. Would you like milk **or** juice?
so	Use **so** to talk about something that happens because of something else.	I'm really tired, **so** I'll go to bed early.
than	Use **than** to compare two or more things. It is used with comparative adjectives and comparative adverbs.	My cat is older **than** my dog.
when	Use **when** to talk about two things that happen at the same time, or if something happens during another action.	**When** we got to the park, we flew our kites.

R28 Time words

Use time words to talk about when things happen. They can be prepositions, conjunctions, or adverbs.

Time word	Use	Example
about to	Use when something is going to happen in the very near future.	I'm **about to** eat dinner.
after	Use when something happens later than something else.	**After** school, I'm going to watch TV.
ago	Use with a time marker to say how much time has passed since something happened.	We got a dog a month **ago**.
already	Use when something has happened.	School has **already** started.
always	Use when something happens all the time.	I **always** wake up early.
at	Use before a time to say when something happens.	School starts **at** 9 o'clock.
before	Use when something happens earlier than something else.	We put our coats on **before** going outside.
by	Use to say when something will be finished.	I need to finish this **by** 6 o'clock.
during	Use to say when something happens.	You shouldn't talk **during** class.
for	Use to say how long something happens.	I read **for** two hours today.
from… to…	Use with times to say when something starts and finishes.	I played video games **from** 7 o'clock **to** 8 o'clock.
in	Use before months, years, and seasons to say when something happens.	It's usually very cold **in** winter.
just	Use when something happened very recently.	I have **just** arrived home.
now	Use when something is happening currently.	We're playing in the park **now**.
on	Use before a day of the week or a date to say when something happens.	We went to the lake **on** Saturday.
since	Use to say when an ongoing action started.	We've been playing **since** 4 o'clock.
soon	Use when something is going to happen in the near future.	I'm going to go swimming **soon**.
still	Use when an ongoing action started in the past.	We're **still** washing the car.
until	Use to say when an ongoing action will finish.	I'm going to draw **until** 5 o'clock.
yet	Use when something hasn't happened.	I haven't got dressed **yet**.

Glossary

adjective
A word that describes a ***noun*** or ***pronoun***, e.g. quick.

adverb
A word that describes a ***verb***, ***adjective***, or another adverb, e.g. quickly, very

adverb of frequency
An adverb that tells you "how often", e.g. usually.

adverb of manner
An adverb that tells you "how", e.g. badly.

adverb of time
An adverb that tells you "when", e.g. soon.

apostrophe
The punctuation mark that shows either possession, e.g. John's cat, or a short form, e.g. I'm happy.

article
The words a, an, some, and the, which show whether something is general or specific.
see also ***definite article***, ***indefinite article***

auxiliary verb
A verb which is used with another verb, e.g. to form ***tenses***, most commonly to be, to do, and to have.
see also ***main verb***

base form
The most basic form of a ***verb***, e.g. be, run, write.
see also ***infinitive***

cardinal number
The numbers used for counting, e.g. one, two.
see also ***ordinal number***

clause
A group of words that contains a ***verb***.

closed question
A question that can be answered with "yes" or "no", e.g. Are you English?
see also ***open question***

comparative adjective
An adjective that compares one thing or group of things with another, e.g. taller.
see also ***superlative adjective***

compound tense
A ***tense*** which uses an ***auxiliary verb***, e.g. the ***present perfect***: has done.

conditional
The verb structure used when one event or situation depends on another event or situation happening first.
see also ***first conditional***, ***zero conditional***

conjunction
A word that links two words or groups of words, e.g. and, because, if.

consonant
Most letters/sounds in English, but not a, e, i, o, u.

continuous
Continuous ***tenses*** express actions that are in progress at a specific time, e.g. I'm writing.
see also ***past continuous***, ***present continuous***

countable
A ***noun*** that can be counted, e.g. one book, two books.
see also ***uncountable***

definite article
The word the, which specifies the noun that follows it, e.g. the house in the woods.
see also ***indefinite article***

demonstrative determiner/ pronoun
Words that specify a ***noun*** as closer to (this, these) or more distant from (that, those) the speaker, e.g. This watch is cheaper than that one.

determiner
A word that comes before a ***noun*** and identifies it, e.g. the book, this book.

direct object
The person or thing affected by the action of the ***verb***, e.g. "him" in We followed him.
see also ***indirect object***

first conditional
A sentence with "if" that describes a possible future situation that depends on another situation, e.g. If it rains, I'll stay here.

first person
When a pronoun or possessive adjective refers to the speaker, e.g. "I" in I am happy.
see also ***second person***, ***third person***

formal
Formal language is used in situations where you don't know the people very well.
see also ***informal***

gerund
The -ing form of a ***verb***, when it is used as a noun, e.g. No running.

imperative
An order to someone, e.g. Stop! The imperative is a ***verb*** on its own in its ***base form***.

indefinite article
The words a, an, and some which come before ***nouns*** to talk about something in general or for the first time, e.g. Can I borrow a pen?
see also ***definite article***

indefinite pronoun
A pronoun that does not refer to a specific person or thing, e.g. someone, nothing.

indirect object
The person or thing affected by the action of a ***transitive verb***, but is not the direct object, e.g. "the dog" in I gave the ball to the dog.
see also ***direct object***

infinitive (to-infinitive)
The ***base form*** of a ***verb***, with the infinitive marker "to", e.g. to go, to run.

informal
Informal language is used in situations where you know the people well and feel relaxed.
see also ***formal***

intensifier
A word that makes an adjective or adverb stronger, e.g. very, really, and much.

intransitive verb
A verb that does not take a ***direct object***.
see also ***transitive verb***

irregular
A word that behaves differently from most words like it, e.g. men is an irregular ***plural noun***.
see also ***regular***

main clause
A ***clause*** that could form a complete ***sentence*** on its own.
see also ***subordinate clause***

main verb
The verb in a group of verbs that carries the meaning, e.g. "ride" in I can ride a bike.

modal verb
A type of ***auxiliary verb*** that is used with a ***main verb*** to show ideas like ability and permission.

negative
A ***sentence*** that contains a word like not or never.

noun
A word that refers to a person, place, or thing.

noun phrase
A ***noun***, ***pronoun***, or a number of words that are linked to a noun, e.g. the blue house.

object
A ***noun*** or ***pronoun*** that follows a ***verb*** or a ***preposition***.

object pronoun
A pronoun that usually follows a ***verb*** or a ***preposition***, e.g. me, them.

open question
A question that cannot be answered with "yes" or "no". They start with a ***question word***.
see also ***closed question***

ordinal number
The numbers used for ordering, e.g. first, second.
see also ***cardinal number***

participle
The form of a ***verb*** used to make ***compound tenses***.
see also ***past participle*** and ***present participle***

past continuous
A ***tense*** that is formed with was or were and the ***present participle***, e.g. was doing. It expresses an ongoing action in the past.

past participle
The ***participle*** form of a ***verb*** that is used to make ***perfect tenses***, e.g. walked, done, eaten.

past simple
A ***tense*** that consists only of the past form of a ***verb***, e.g. walked, said, ate. It expresses a completed action in the past.

perfect
Perfect ***tenses*** express a link between two times, e.g. the ***present perfect*** links the past with the present.

person
The form of a ***pronoun*** that shows who is speaking (I, we), who is being spoken to (you), or who or what is being mentioned (he, she, it, they). ***Verbs*** also reflect person, e.g. am is the first person singular form of to be.

personal pronoun
A word that refers to people or things that have already been mentioned, e.g. he, they.
see also ***object pronouns***, ***subject pronouns***

plural
The form of a word used when there is more than one of something, e.g. books, they.
see also ***singular***

positive
A ***sentence*** that expresses what someone or something is or does. It does not contain a negative word.
see also ***negative***

possessive adjective
A word that comes before a ***noun*** and shows possession, e.g. my, our, his.

possessive pronoun
A word that replaces a ***noun*** and shows possession, e.g. mine, ours, his.

predicate
The part of a ***sentence*** containing a ***verb*** that describes what the ***subject*** of the ***sentence*** is doing, e.g. "likes apples" in Sara likes apples.

preposition
A short word that links two ***nouns*** or ***pronouns*** to show a relationship, e.g. to, at, with, from.

present continuous
A ***tense*** that is formed with the present of be and the ***present participle***, e.g. is doing.
It expresses an ongoing action in the present.

present participle
The ***participle*** form of a ***verb*** that is used to make ***continuous tenses***, e.g. walking, doing.

present perfect
A ***tense*** that is formed with the present of to have and the ***past participle***, e.g. have done.
It expresses an action that started in the past and is still continuing or that happened in the past but has a result in the present.

present simple
A ***tense*** that consists only of the present form of a ***verb***, e.g. walk, say, eat. It expresses a general truth, an opinion, or a habit.

pronoun
A word that replaces a ***noun***, when the noun has already been mentioned, e.g. it, that.

proper noun
A noun that is the name of a person, places, days, and months, e.g. Maria, France, Sunday. Proper nouns always start with a capital letter.

question
A ***sentence*** that asks for something, usually information.

question word
A word that is used to start some questions, e.g. what, which, who, why, how.

reflexive pronoun
A word that refers to the ***subject*** of the ***sentence***, when the subject and ***object*** are the same, e.g. myself.

regular
A word that behaves in the same way as most words like it, e.g. books is a regular ***plural noun*** and waited is a regular ***past simple*** form.
see also ***irregular***

relative clause
A clause that gives information about the ***subject*** or ***object*** of the ***main clause***.

relative pronoun
A word that introduces a ***relative clause***, e.g. who, that, which, where.

second person
When a pronoun or possessive adjective refers to someone the speaker is directly addressing, e.g. "You" in You are smiling.
see also ***first person***, ***third person***

sentence
A group of one or more ***clauses***.

short answer
An answer to a ***question*** that only uses the ***subject*** and ***auxiliary verb***, e.g. Yes, I do.

short form
Two words that are joined with an ***apostrophe*** to form one word, e.g. we are > we're.

simple tense
Simple ***tenses*** are formed with a ***main verb*** only; they don't need an ***auxiliary verb*** in their ***positive*** forms.

singular
The form of a word that is used to refer to just one person or thing, e.g. book.
see also ***plural***

statement
A ***sentence*** that offers information, i.e. not a ***question*** or an ***imperative***.

stress
Saying one ***syllable*** in a word, or one word in a ***sentence***, more strongly than the others.

subject
The person, thing, place, etc. that usually comes before the ***verb*** in a ***sentence***.

subject pronoun
A word that replaces a ***noun*** as the subject of a ***sentence***, e.g. I, she, they.

subordinate clause
A ***clause*** which is dependent on the ***main clause***, usually introduced by a ***conjunction***.

superlative adjective
An adjective that indicates the most extreme of a group of things, e.g. best.
see also ***comparative adjective***

syllable
Every word is made up of a number of syllables, each of which contain a ***vowel*** sound, e.g. teach (one syllable), teacher (two syllables).

tag question
A short phrase that makes a ***statement*** into a ***question***, e.g. "isn't it" in It's hot today, isn't it?

tense
The form of a ***verb*** that shows the time of the action, e.g. ***present simple***, ***past simple***.

third person
When a pronoun, name, or possessive adjective refers to someone who is not the speaker or is not being directly addressed by the speaker, e.g. "They" in They are playing football.
see also ***first person***, ***second person***

time marker
A word or phrase that indicates a time, e.g. now, yesterday, tomorrow.

transitive verb
A verb that takes a ***direct object***.
see also ***intransitive verb***

uncountable
A ***noun*** that cannot be counted, e.g. water, money.
see also ***countable***

verb
A word that refers to a situation or an action, e.g. stay, write.

vowel
The English letters a, e, i, o, u.
see also ***consonant***

word class
Shows the function of a word in a sentence, e.g. ***noun***, ***verb***, ***adjective*** are all word classes.

word order
The position that different words have in a ***sentence***, e.g. the ***subject*** usually comes before the ***verb***.

zero conditional
A ***sentence*** with "if" or "when" that describes a present situation or a regular action, e.g. When it rains, we stay inside.

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